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## ACCULTURATION OF ASIAN INDIAN WOMEN IN THE UNITED STATES

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# ACCULTURATION OF ASIAN INDIAN WOMEN IN THE UNITED STATES

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## DISSERTATION

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A dissertation submitted in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy in Family Sciences  
in the College of Agriculture  
at the University of Kentucky

By

Varudhini Kankipati

Lexington, Kentucky

Director: Dr. Claudia J. Heath, Professor of Family Sciences

Lexington, Kentucky

2012

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## ABSTRACT OF DISSERTATION

### ACCULTURATION OF ASIAN INDIAN WOMEN IN THE UNITED STATES

The United States is home to nearly three million Asian Indians. The difference in Asian Indian and American cultures creates a need for Asian Indians to acculturate, upon migration to the U.S. It has been theorized that acculturation becomes harder when the two cultures of contact are dissimilar. Particularly, immigrant women and children have been found to be more vulnerable than men to acculturative stress, where acculturative stress is defined as the psychological impact of adaptation to a new culture. Hence, this study focuses on acculturation of Asian Indian women and specifically on factors influencing their acculturation.

Research findings from this study on acculturation of Asian Indian women provide information, useful for public policy makers. They have been utilized to develop a program (used by settlement service providers) designed specifically to facilitate acculturation of Asian Indian women in the U.S.

A two-dimensional model developed by J.W. Berry, a prominent researcher in the field of acculturation, is employed to classify the acculturation process of Asian Indian women who were part of this study. Based on Berry's model, the acculturation process of an immigrant can be described by one of the following four strategies: 1) Assimilation, 2) Integration, 3) Separation, or 4) Marginalization. According to Berry, the Integration strategy is considered the most effective acculturation strategy in terms of long-term health and wellbeing of the individual.

This study employed a cross-sectional design, using quantitative methods for data analysis. Data were collected by means of a web-based acculturation survey that was developed as part of the study.

Data analysis indicated that a majority of the Asian Indian women adopted the Integration strategy. A conceptual model was developed and multivariate analyses were conducted to examine the key acculturation factors that influenced Asian Indian women using the Integration strategy. These identified key factors helped to understand the cultural adaptation of Asian Indian women.

**KEYWORDS:** Asian Indian Women, Acculturation, Acculturation Factors, Integration Strategy, Integration Programs

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## DEDICATION

To My Parents

## ACKNOWLEDGEMENTS

I would like to start by thanking my parents and sisters who have always believed in me and encouraged me every step of the way. A special mention to my dear father, K.N.M. Raju, whose guidance and ‘never give up’ attitude helped me thus far. I wish to thank my husband, Manoj, who stood by me and gave me confidence when I needed it the most. I always felt motivated by my father-in-law, R.S. Sudhakar who showed great interest in my progress. I express my heartfelt thanks to all my friends and family who kept me going with their kind words of support.

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## **Chapter 1: Acculturation of Asian Indian Women in the United States**

America is traditionally referred to as the land of immigrants and still continues to accept immigrants. According to the 2009 U.S. Census, the U.S. has over 38 million immigrants. Immigrants to the U.S. bring with them cultural beliefs and values of their home country. These beliefs and values could be challenged when they come in contact with the American culture. Immigrants need to adjust and adapt to the new culture. This cultural adjustment and adaptation is known as acculturation.

Acculturation is the process of socio-cultural and psychological adaptation of an individual following intercultural contact (Berry, 2003). Socio-cultural changes include modification of an individual's customs and their economic and political life. Psychological changes include modification of an individual's attitudes towards acculturation (Phinney, 2003), and social behaviors in relation to the cultures in contact. Cultural adaptation is expected to be high among Asian immigrants due to the vast differences between Asian cultures and the American culture, in religion, politics, lifestyle, family values, and work ethics.

Immigration of Asians to the United States is a growing reality. Asian immigrants bring with them a long history of culture and values. The U.S. Census Bureau considers Asian immigrants as one large ethnic and cultural group. However, the Asian continent is composed of many diverse countries, and its inhabitants have different languages, traditions, and cultures. Within each of the Asian countries, the inhabitants have extensive ethnic, racial, economic, and social diversity (Lee & Zane, 1998).



Among the Asian immigrants, Asian Indians formed the third largest immigrant group to enter the United States in 2007, after immigrants from China and the Philippines (Barr, Jefferys, & Monger, 2008). Asian Indians are among the fastest growing ethnic groups in the United States (U.S. Census, 2010). According to the 2010 U.S. Census, the Asian Indian population in the United States grew from 1,678,765 in 2000 to 2,843,391 in 2010. This indicates a growth rate of 69.37%, which is the highest for any Asian American community.

Asian Indian immigrants represent a considerable portion of the ethnic immigrant population in the United States. They bring with them their original culture, which is considerably different from other cultures from the East (Chandras, 1997; Das & Kemp, 1997). Demographically and culturally, Asian Indians are distinctly different from other ethnic groups (Adhikari, 2008). Current projections indicate that over the next two decades, there will be an increase in the number of Asian Indians entering the United States (Barr, Jefferys, & Monger, 2008). This large influx of Asian Indians will create a need for professionals and researchers to study and understand the cultural and ethnic factors that influence their acculturation. Research findings on acculturation will influence planning and implementation of public policies and programs for immigrants (Abramson, Trejo, & Lai, 2002).

Asian Indian women are a large portion of the Asian Indian community in the U.S. Figures from the 2007 American Community Survey of the U.S. Census Bureau indicates the population of first generation Asian Indian Americans to be 1,501,782, of which 46.1% are Asian Indian women. Research has shown that immigrant women are more vulnerable to

acculturative stress than immigrant men, where acculturative stress is defined as the psychological impact of adaptation to a new culture (Sam, 2006). Asian Indian women have the additional responsibility, compared to Asian Indian men, of care giving and child rearing. Asian Indian women are considered the primary transmitters of tradition, values, and culture to their families. As a result, acculturation of Asian Indian women affects the acculturation of their families.

### **Conceptual Underpinnings for the Study**

Kottak (2007) defined acculturation as an exchange of cultural features that results when groups of individuals, from different cultures, come into continuous first hand contact with each other. The original cultural patterns of either or both groups may be altered, but the groups remain distinct. Despite evidence that acculturation involves a two-way process of change between the host and home society, past researchers viewed acculturation as being unidirectional and would ultimately lead to the assimilation of the immigrant population into the host society (Gordon, 1964). However, recent research on acculturation considers acculturation to be multifaceted and argues that total assimilation of the immigrant population into the host society might never occur (Trimble, 2002). Berry is among the first proponents of a theory that considers acculturation as a bi-directional process (Adhikari, 2008). Berry's acculturation framework was based on the following two dimensions: Cultural-Maintenance (an individual's degree of maintenance of home culture) and Contact-Participation (degree of contact and participation between the host and home cultural groups).

This study adopts Berry's two-dimensional framework to classify Asian Indian women's acculturation into four strategies: 1) Assimilation (when one abandons their own cultural habits and values in order to totally accept the cultural habits and values of the new country), 2) Integration (when one holds on to some aspects of their own culture (cultural integrity) such as central norms and values, and at the same time, tries to blend into the new cultural environment), 3) Separation (when one focuses on maintaining their own values and avoids contact with the majority culture as much as they can), and 4) Marginalization (when one neither holds on to their original culture, nor joins the new culture). This categorization of acculturation strategies provides the basis to understand the characteristics of Asian Indian women that adopt each strategy. The study employed two distinct methods to classify Asian Indian women's acculturation based on Berry's framework. One, using a derived-identification measure, of Asian Indian women's acculturation strategy, by eliciting responses to the two dimensions of Berry's framework. Two, using self-identification by Asian Indian women based on their perception of titles and definition of Berry's acculturation strategies.

The demands of adjusting and adapting to cultural differences can lead to acculturative stress for an immigrant. Researchers in anthropology, psychology, and sociology have noted important factors that could potentially affect acculturation of immigrants. These factors are: cultural influences, socialization patterns, English language proficiency, lifestyle (food, diet, clothing, and recreational activities), and personality type (Ahadi, Rothbart, & Ye, 1993; Wade & Travis, 2005). Berry (1997) determined that acculturation required two areas of adaptation: socio-cultural and psychological. According to Berry, effective socio-cultural

adaptation is predicted by cultural knowledge, socialization with American society, and English language proficiency. Effective psychological adaptation is predicted by personality variables, life change events, and social support. In this study, review of past research on acculturation and research on Asian Indian culture provided the background for identification of the key factors that potentially influence acculturation among Asian Indian women. These factors are: 1) socioeconomic and demographic characteristics: migration history (number of migrations in India), language count (number of known Indian languages), education level, annual household income, current age; 2) personality traits: agency, agreeableness, conscientiousness, extraversion, neuroticism, openness to experience; and 3) behavioral tendencies: outlook (entertainment preference, cultural orientation, and lifestyle), socialization with Americans, social support, self-efficacy, and English proficiency. The identified factors of acculturation among Asian Indian women were examined for covariance among the factors and for each factor's unique contribution to acculturation.

### **Statement of the Problem**

Despite the growing number of Asian Indians in the U.S., there is an absence of published research on Asian Indian women. Asian Indian women's acculturation experience is not adequately represented in the existing acculturation literature. One of the few studies on Asian Indian's acculturation was a study by Adhikari (2008). The study focused on acculturation and its impact on psychosocial functioning of Asian Indian immigrants in the Central Valley and Bay Area of California (USA). Adhikari found that a majority of Asian Indians adopted an Integration strategy of acculturation and only length of residence and age

were found to influence the acculturation strategy. The study was limited by the relatively small number of women (N=46, 24%) that were included.

Another study, by Garimella (2008), examined the acculturation process of 15 Asian Indians, both men and women. The study showed that prior exposure to American culture and pre-migration experiences influenced the Asian Indian women's early life in the U.S. Women who migrated after getting married expressed loneliness and boredom. One of the limitations of the study was that all 15 Asian Indians were married. The study also did not use an acculturation theory as its framework.

While considerable research has been devoted to understanding acculturation and adaptation of immigrants in the U.S., no notable research has addressed the acculturation of Asian Indian women. Past research on acculturation has been mostly qualitative and did not address acculturation strategies specific to Asian Indian women. Another possible reason for the lack of research on Asian Indians, and therefore Asian India women, is due to the perception that Asian Indians are model immigrants. They are considered to be immune to a number of issues that affect other immigrant communities (Adhikari 2008; Tewary, 2005). However, Asian Indian women could face challenges in their acculturation process in the U.S.

Immigration of Asian Indian women to the U.S. creates a need for social scientists and settlement service providers to understand the acculturation patterns and adaptation of Asian Indian women in the U.S. The identified key factors influencing the Integration strategy of Asian Indian women provide the basis for developing effective acculturation programs to help the Asian Indian women with their acculturation in the U.S. However, there is an

absence of acculturation programs that take into consideration all of the acculturation factors identified as facilitating effective integration of Asian Indian women into the U.S. society.

### **Methodology**

The study employs a cross-sectional research design and uses quantitative methods for data analysis. Data were collected by means of a web-based acculturation survey. The sample was recruited through various Internet portals such as Facebook, Orkut, and various web sites that serve Asian Indian Americans. The criteria for selection of respondents were: being a first generation Asian Indian women living in the U.S. and between the ages of 18 and 50.

### **Purpose of the Study**

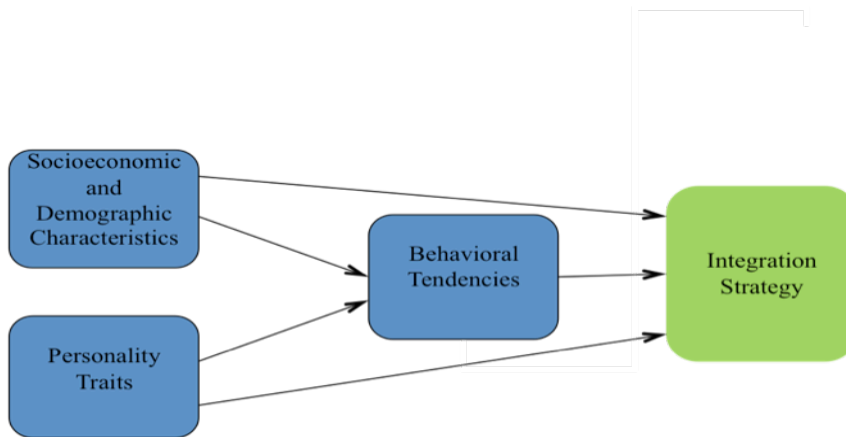
Research on acculturation of Asian Indian women can provide information to develop programming to facilitate the integration of Asian Indian women in the U.S. in order to improve their wellbeing. Berry's theory on acculturation strategies was used to understand acculturation of Asian Indian women. Additionally, the study measured the influence of the key acculturation factors on the Integration strategy of Asian Indian women. A conceptual model (Figure 1.1) was developed and operationalized to empirically test the influence of the identified key factors that affect the Integration strategy for Asian Indian women.

The objectives of this study were to:

1. Test the applicability of Berry's model on acculturation strategies for Asian Indian women,
2. Develop a conceptual model to understand the influence of the identified key factors that affect the Integration strategy for Asian Indian women,

3. Test the influence of the identified key factors that affect the Integration strategy for Asian Indian women, using an empirical multivariate model, and
4. Design a program to facilitate the acculturation of Asian Indian women in the U.S.

Figure 1.1 Conceptual Model



### Research Questions

Using descriptive statistics, cross tabular analysis, t-tests, Chi Sq., and logistic regression in data analysis, this study examined the following research questions:

1. Is Berry's (1990) theoretical framework on acculturation applicable to the acculturation strategies of Asian Indian women?
2. Can a conceptual model be developed that adequately explains the Integration strategy of Asian Indian women with respect to socioeconomic and demographic characteristics, personality traits, and behavioral tendencies?
3. Do socioeconomic and demographic characteristics directly affect the Integration strategy?

4. Do socioeconomic and demographic characteristics indirectly affect the Integration strategy, in the presence of behavioral tendencies?
5. Do personality traits directly affect the Integration strategy?
6. Do personality traits indirectly affect the Integration strategy, in the presence of behavioral tendencies?
7. Do behavioral tendencies directly affect the Integration strategy?

### **Definition of Terms**

In order to explicate the concepts discussed in this study, several terms must be defined. For the purpose of this study, the following terms and definitions are provided for use throughout the study.

- Migration refers to the movement of people among countries. The movement of people has existed throughout human history at various levels. Modern migration implies long-term permanent residence. (Jefferys, 2007).
- Immigrant is defined as a person residing in the United States legally and whose birth country is not the U.S.
- Home country is defined as the country of origin of the immigrant; India in this study.
- Host country is defined as the destination country or the country migrated to; United States in this study.
- Asian Indian women are the subpopulation studied. The sample is distinguished as Asian Indian and not Indian, as this ethnic term can be confused with Native American-Indian. The term Asian Indian refers to Asians of Indian origin and is used in the United States Census as a racial designation (U.S. Census, 2007).



- Culture is defined as the system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another. They are transmitted from generation to generation through learning (Sam, 2006).
- Home culture is defined as the native culture of Asian Indian women.
- Host culture is defined as the new culture of contact; American culture in this study. This term is used interchangeably with American culture.
- Asian immigrants use the term “Westernized” and “Americanized” interchangeably to refer to the American culture. For the purpose of this study the term Americanization is used to refer to the American culture (Chang, Tracey, & Moore, 2005).
- Acculturation is defined as an adaptive process of cultural adjustment from direct contact with and interaction between distinct cultural groups (Berry, 1987; Mena, Padilla, & Maldonado, 1987).
- Adjustment involves socio-cultural and psychological adaptation of immigrants to the host culture (Thomas & Althen, 1989). Adjustment is the outcome of acculturation (Searle & Ward, 1990; Ward & Kennedy, 1992, 1993; Ward & Searle, 1991).
- Personality is defined by Wade & Travis, 2005 “a distinctive and relatively stable pattern of behavior, thoughts, motives, and emotions that characterizes an individual throughout life.” (Wade & Travis, 2005, p. 466).

- Acculturation factors that affect acculturation are the identified variables in this study. They have been grouped into three factors: 1) socioeconomic and demographic characteristics; (2) personality traits; and (3) behavioral tendencies.
- Berry's model is used interchangeably with Berry's concept, framework, and Berry's theory.
- Acculturation strategies (based on Berry's model, 1997):
  - Assimilation: Asian Indian women who acquire the behaviors and values of the American culture and give up their own traditional Indian beliefs and value systems.
  - Integration: Asian Indian women who integrate their traditional Indian culture with the acquired characteristics of the American culture.
  - Separation: Asian Indian women who adhere strictly to their traditional Indian culture and exhibit reluctance to accept, adapt, or even identify with the American culture.
  - Marginalization: Asian Indian women that do not maintain allegiance to traditional Indian beliefs, values, or behaviors, and also do not accept the values of the American culture.
- Acculturation survey is the online survey developed for this study, to elicit information on acculturation from Asian Indian women living in the U.S.
- Derived-identification is one of two measures employed in this study to classify the acculturation strategy of Asian Indian women. The derived-identification of the

Asian Indian women was derived by eliciting responses to the two dimensions of Berry's framework using the acculturation survey.

- Self-identification is the second measure employed in this study to classify the acculturation strategy of Asian Indian women. The Asian Indian women identified their acculturation strategy based on the title and definition of each of Berry's strategies as perceived by themselves and reported in the acculturation survey.

## **Summary**

Asian Indians are a sizable immigrant population living in the U.S. and are among the fastest growing ethnic or social groups in the United States. Asian Indian women are considered the primary transmitters of culture to their family and their acculturation can influence the acculturation of the entire family. Research has shown that acculturation is more stressful for Asian Indian women than Asian Indian men. Review of literature has indicated that there is a lack of research on acculturation strategies of Asian Indian women living in U.S.

Berry's framework on acculturation was used to study the acculturation of Asian Indian women. This study defined a set of key factors: 1) socioeconomic and demographic characteristics, 2) personality traits, and 3) behavioral tendencies, that affect the acculturation of Asian Indian women. An acculturation survey, designed as part of this study, was used to collect data from Asian Indian women. Data collection yielded 449 completed questionnaires. Analysis of the data indicated that the majority of Asian Indian women in the U.S. adopted the Integration strategy (using Berry's framework of acculturation strategies). A

conceptual model was developed to empirically test the influence of the identified key factors that affect the Integration strategy for Asian Indian women.

The study identified the following factors that were statistically significantly in influencing the Integration strategy of Asian Indian women: 1) socioeconomic and demographic characteristics: migration history (number of migrations in India), language count (number of known Indian languages), and current age; 2) personality traits: agency (attributes such as, self-confidence, forcefulness, assertiveness, outspokenness, and dominance) and extraversion (attributes such as, outgoing, friendly, lively, active, and talkative); and 3) behavioral tendencies: entertainment preference (preference for music, movies, and food), social support (support of friends and family in the U.S.), socialization with Americans (preference in socializing with Americans), and English proficiency (ability to read, write, and speak English). The research findings were used to design a need-based model useful for developing an integration program specifically for Asian Indian women living in the U.S.

**Organization of the dissertation.** For the purpose of clarity, chapter one provides an outline of chapters one through five. The study is organized into three manuscripts, each addressing specific research topics. The manuscripts are reported in chapters two through five, and may not comply with the traditional organization of dissertation chapters.

Chapter 1 introduced the research and established the purpose, objectives, conceptual framework, and methodology of the study. In addition, chapter one detailed the research questions and hypotheses tested; and provided pertinent definitions of terms and concepts applied in the study.

Chapter 2 describes the acculturation strategies of Asian Indian women. The chapter details the measures used in this study to classify the Asian Indian women's acculturation strategies according to Berry's acculturation framework. The chapter provides a literature review on history of Asian Indian immigration, Asian Indian society, Asian Indian women, acculturation, acculturation models, and previous research on Asian Indians. The chapter presents the methodology used, data collection, data analysis, discussion of findings, and the conclusion.

Chapter 3 describes the Integration strategy employed by Asian Indian women living in the U.S. The chapter presents the key factors that affect acculturation and the conceptual model developed in this study to estimate the effects of the identified key factors on the Integration strategy of Asian Indian women. The chapter details the key factors that were found to be statistically significant in influencing the Integration strategy. The chapter provides a literature review on Berry's Integration strategy, Asian Indian's motive for migration to the U.S., prior exposure of Asian Indians to western culture, Asian Indian diasporic community, and acculturation factors. The chapter also presents the methodology used, the conceptual framework for data analysis, measurement of acculturation factors, effects of the key acculturation factors on the Integration strategy, discussion of findings, and the conclusion.

Chapter 4 describes the Integration strategy for Asian Indian women living in United States. The chapter details the Integration program designed as part of this study to facilitate the acculturation of Asian Indian women in the U.S. The chapter provides a literature review on key programs provided by settlement services, U.S. citizenship and immigration services

(USCIS) and settlement programs, distinction between refugees and immigrants, and settlement services for Asian Indian Women. The chapter also presents the application of research findings to Integration program delivery, influence of statistically significant acculturation factors on the Integration strategy, incorporation of statistically significant acculturation factors into the Integration program, and the conclusion.

Chapter 5 provides a summary of the objectives of this study, research findings, limitations of the study, directions for future research, contribution to research literature, and conclusion.

## **Chapter 2: Acculturation Strategies of Asian Indian Women**

Asian Indians belong to one of the fastest growing immigrant groups in the United States (Chandras, 1997). Figures from the 2007 American Community Survey of the U.S. Census Bureau indicate that the population of first generation Asian Indian women is 46% of the Asian Indian population in the U.S. Thus Asian Indian women are a viable population to be studied. This chapter assesses the acculturation strategies employed by Asian Indian women using Berry's framework (1999) of acculturation strategies, and also assesses the applicability of this framework to Asian Indian women.

Two distinct measures were employed to classify the respondents into one of Berry's (1991) acculturation strategies: 1) derived-identification: by eliciting responses to the two principles in Berry's model and 2) self-identification: by direct identification by respondents regarding their perceived acculturation strategy (based on the titles and definitions of Berry's acculturation strategies). The classifications were then tested for the applicability of Berry's model to Asian Indian women: 1) by determining if Asian Indian women's acculturation strategies can be classified into the strategies defined by Berry's model, and 2) by measuring the consistency between derived-identification and self-identification of Asian Indian women's acculturation strategies. The results of the initial analysis indicated that 11.5% (52 out of 449) of the respondents did not classify themselves using Berry's acculturation strategies. These 52 respondents adopted a mixed-acculturation strategy. Results also showed that of the total number of respondents (N= 421) that identified with the Integration strategy (using either measures of acculturation), over 85% were consistent on both measures. Of the

total number of respondents (N= 2) that identified with the Marginalization strategy (using either measures of acculturation), 50% were consistent on both measures. Of the total number of respondents (N=9) that identified with the Assimilation strategy (using either measures of acculturation), 33% were consistent on both measures. And of the total number of respondents (N=14) that identified with the Separation strategy (using either measures of acculturation), 7% were consistent on both measures.

## **Introduction**

The Asian Indian population in the U.S. continues to increase rapidly, mainly due to an inflow of immigrants from India (Adhikari, 2008). Asian Indians bring with them traditions, culture, values, and beliefs that are distinct from the mainstream culture in the U.S. The difference in Asian Indian and American cultures creates a need for Asian Indians to acculturate, upon migration to the U.S. Sam (2006) states that immigrant women are more vulnerable to acculturative stress than men, where acculturative stress is defined as the psychological impact of adaptation to a new culture. Hence, this study focuses on the acculturation of Asian Indian women, the acculturation strategies employed by them and the factors influencing their acculturation strategy.

John W. Berry is a prominent researcher in the general area of cross-cultural psychology dealing with acculturation, intercultural relations, and ecological factors in human behavior, especially in the areas of immigration, family, and cognition. Berry's theory (1997) of acculturation is based on two governing principles: 1) Cultural-Maintenance (a measure of an individual's degree of maintenance of home culture) and 2) Contact-Participation (a measure of the degree of contact and participation between the host and



home cultural groups). Based on these principles, immigrants can be grouped into four acculturation strategies: 1) Assimilation: when one abandons their own cultural habits and values in order to totally accept the cultural habits and values of the new country, 2) Integration: when one holds on to some aspects of their own culture (cultural integrity) such as central norms and values, and at the same time, tries to blend into the new cultural environment, 3) Separation: when one focuses on maintaining their own values and avoids contact with the majority culture as much as they can, and 4) Marginalization: when one neither holds on to their original culture, nor joins the new culture. According to Berry (1997), the Integration strategy is considered the most effective acculturation strategy in terms of the long-term health and wellbeing of the individual.

Berry and Kim (1988) identified possible difficulties that individuals face upon migration to a different society. Some of the issues faced by immigrants include the following factors: physical (new climatic conditions and search for housing), lifestyle (changes in diet, clothing, and entertainment), social (dislocation of friends and family, loss of social support, and formation of new relationships), language proficiency (difficulty in speaking, reading, and writing the English language), cultural (change in political, economic, and religious contexts), and psychological (change in attitudes and values). These identified issues form the basis for defining the key factors of acculturation examined in this study, namely: 1) socioeconomic and demographic characteristics, (2) personality traits, and (3) behavioral tendencies.

The purpose of this chapter is to assess the acculturation strategies of Asian Indian women based on Berry's framework of acculturation. This chapter will add to the

understanding of acculturation strategies adopted by immigrant Asian Indian women living in the United States.

The data for an analysis of the acculturation strategies of Asian Indian women were collected by conducting a survey on first generation Asian Indian women aged 18 to 50 years living in the U.S. Two distinct measures were employed to classify the respondents into one of Berry's acculturation strategies: 1) derived-identification: by eliciting responses to the two principles in Berry's model and 2) self-identification: by direct-identification by respondents regarding their perceived acculturation strategy (based on the title and definition of Berry's acculturation strategies). The classifications were then tested for the applicability of Berry's model to Asian Indian women: 1) by determining if Asian Indian women's acculturation strategies can be classified into a unique strategy as defined by Berry's model, and 2) by measuring the consistency between derived-identification and self-identification of Asian Indian women's acculturation strategies.

**Research Questions.** Using a cross-sectional research design, this manuscript will examine the following research question: is Berry's theoretical framework on acculturation applicable to the acculturation strategies of Asian Indian women?

The previous research question was further broken into sub questions that were analyzed in this study:

1. How well does Berry's acculturation framework fit Asian Indian women's acculturation to the U.S.?
2. Is there a relationship between derived-identification (where derived-identification of the Asian Indian women was derived by eliciting responses to the two dimensions of

Berry's framework using the acculturation survey) and self-identification (where Asian Indian women identified their acculturation strategy based on the title and definition of each of Berry's strategies as perceived by themselves and reported in the acculturation survey)?

This manuscript contains review of literature relevant to acculturation of Asian Indian women. It is followed by research methodology, which describes data collection and sample analysis. Data analysis follows next which covers the results of the research questions. The manuscript concludes with a discussion of the research findings.

### **Literature review**

This section presents a review of the theoretical and empirical literature that was used to conceptualize the study. A review of literature on history of Asian Indians, Asian Indian society, and Asian Indian women is presented. In addition it covers acculturation and some of the main conceptual models that have been applied to Asian Americans in past research, including Berry's model (1998) of acculturation strategies.

**History of Asian Indian Immigration.** The first evident presence of Asian Indians in the United States can be traced to 1790 and consisted of a small group of peasants from the state of Punjab in India. They were employed as laborers in Washington's lumber mills and California's agricultural fields. (Pavri, 2011).

In 1907, Asian Indians were the victims of a racial riot in Bellingham, Washington. This incident prompted concerted attempts by the Asiatic Exclusion League and other associations to prevent further immigration of Asian Indians into the United States and to

restrict the capacity of those already in the country to own property (Lal, 1999). Even by 1920 the population was a meager 5000 (Pavri, 2011).

The situation for Asian Indians remained unaltered until the end of World War II, when the U.S. developed a need to attract professionals, such as doctors and engineers, into the country. In 1947, Congress passed a bill that allowed naturalization for Asian Indians. Despite the change in status of Asian Indian immigrants, the existence of an immigration restriction and a tight quota system restricted large numbers of immigrants from entering the country. However, Asian Indians showed a desire to migrate to the U.S. and approximately 6,000 Asian Indians immigrated to the U.S. between 1947 and 1965. This is considered as the first wave of Asian Indian migration (Lal, 1999).

The Immigration and Naturalization Act of 1965 resulted in amendments to allow Asian Indians with professional degrees to immigrate to the U.S. The Act set a quota of 20,000 immigrants from each country (Mogelonsky, 1995), and commenced the second wave of Asian Indian immigration to the United States. A majority of Asian Indians from 1965 onwards arrived as professionals or students seeking higher education. These new Asian Indian immigrants were vastly different from the earlier ones. The Asian Indians that immigrated after 1965 were urban, professional, and highly educated. They were employed in many U.S. cities (Pavri, 2011).

**Asian Indian Society.** In an individualistic society, individuals conduct themselves in a manner that respects their personal goals and ideologies more than communal goals and social unity. Personal needs have a priority over collective needs; there is a sense of self-preservation. In a collectivistic society, however individuals view themselves as members of

a collective group and are connected with and are interdependent on each other (Hofstede, 1994).

Asian Indian immigrants have been described as an achievement-oriented, ambitious, materialistic, and upwardly mobile group that places a strong emphasis on formal education and individual success. In addition to these self-preserving individualistic traits, Indian society is very much a collectivistic society. This is evident in the immigrants' attempt to maintain traditional family values in line with a patriarchal system, with a major emphasis placed on the sustenance of the extended family, obedience to elders, traditional sex roles, and arranged marriages. This unusual combination of individualistic and collectivistic traits is the result of years of British influence in India (Leonard-Spark & Saran, 1980).

Since Asian Indian cultures practice collectivist values rather than the individualistic values, commonly found in American cultures, it is understandable that individuals may experience conflict (Akiba & Klug, 1999). Ethnography studies show that Asian Indian immigrants work hard to develop and maintain the characteristics of both cultures (Dasgupta, 1989).

**Asian Indian Women.** India is a country of diversity. In order to understand the acculturation experiences of Asian Indian women, it is essential to explore the rich diversity of experiences within the Asian Indian immigrant population of the U.S. It is also necessary to have an awareness of the diversification in religion, family practices, and generational status, and the numerous cultural variations that exist within this immigrant population (Seth, 1995). Women's roles are rooted in the very fabric of Indian society, evident in its traditions, religious principles, and practices within families.

Asian Indian women come from a patriarchal and collectivistic society, and bear the responsibility of holding, teaching, and transmitting cultural traditions, values, and beliefs to their families (Bhattacharya, 2002). Family and kinship provide the basis for an Asian Indian woman's identity and also facilitate the continuity of culture and religion. The role of women varies with generation, socioeconomic status, the caste system, and the level of education. For example, family members often influence the preservation of cultural traditions and also the decisions surrounding major life choices such as education, friendships, and marriage (Saran, 1985). Women are expected to be dutiful wives, obedient daughters-in-law, and loving mothers. Women are primarily responsible for household duties, with or without anyone's help.

However, in recent times, women have been encouraged by their families to continue their education and there have been many changes in the role of Asian Indian women. They can now seek employment as the desire for a better standard of living and economic necessity have propelled women to work. Women have dual roles, being a housewife and being employed (Gupta, 1999).

Asian Indian women bring with them the roles, values, beliefs, education, family ideologies, etc. of Indian society. The family system, place of origin, and the roles of caste and religion become serious issues in female development within a society. Naidoo (2003) said, "even if Asian Indian women are from more liberal, educated, urbanized, and westernized families, they still carry with them, diluted 'cultural baggage' that needs to be reevaluated and renegotiated. Indian immigrant women in transition are much more subject to forces of change than their counterparts in India." Modern Asian Indian immigrant women

find themselves at a crucial junction in choosing effective ways to acculturate to the individualistic culture of the United States. This study explores the various strategies adopted by Asian Indian women to acculturate to the U.S. society.

**Acculturation.** In order to understand acculturation, the basic concept of culture must be reviewed. The definition of culture has important implications on how acculturation is conceptualized. Culture is the base from which acculturation derives its meaning and context (Sam, 2006). For the purpose of this study, we will use the definition of culture given by Kluckhohn and Kroeber in 1982 (as cited in Cueller & Paniagua, 2000).

Shared learned meanings and behaviors that are transmitted from within a social activity context for the purpose of promoting individual/societal adjustment, growth and development. Culture has both external (i.e., artifacts, roles, activity contexts, institutes) and internal (i.e., values, beliefs, attitudes, patterns of consciousness, personality styles, epistemology) representations. The shared meanings and behaviors are subject to continuous change and modifications in response to changing internal and external circumstances.” (p. 12).

From the above definition, it is evident that individual and community behaviors are governed by culture and that culture is the reference point from which people often create, describe, and interpret reality (Cuellar & Paniagua, 2000). Therefore, in order to study acculturation, it is important to understand and study the cultural background of the cultures that are interacting for acculturation to take place (Sam, 2006).

Szapoczik, Scopetta, Kurties, and Aranalde (1978) suggest that acculturation brings personal changes in two dimensions: behaviors and values. Behavioral changes could include

acquiring languages and adopting new cultural customs. Changes in values may include altered beliefs about concepts such as materialism and time orientation. Padilla (1980) proposed that cultural awareness and ethnic loyalty are crucial to an individual's perception of culture. Cultural awareness denotes an individual's cognizance and understanding of how both the native and new cultures are integrated into his/her life. Ethnic loyalty represents an individual's preference for one culture over others, with contributing factors that include cultural identity and attraction to various aspects of the cultures.

Research on immigrants has traditionally focused on two processes – acculturation and assimilation. Acculturation is the immigrant's adoption of the behavior patterns of the host culture in an attempt to adapt to the new cultural demands (Berry, 1990). Assimilation is the degree to which the immigrant is accepted into the host culture without prejudice or discrimination, regarding their institutional and group membership, social relations, and positions of power (Gordon, 1964). In this study, acculturation is treated as a dynamic process as opposed to an event (Spindler, 1963). Gillin and Raimy (1949) refer to acculturation as “those processes whereby the culture of a society is modified as the result of contact with the culture of one or more other societies, highlighting that there are degrees of acculturation.” (p. 371)

Researchers in the past have used acculturation as both an individual and a group process. Early researchers conceptualized acculturation as a group process. Linton (1940) describes acculturation as “those phenomena which result when groups of individuals with different culture come into first-hand contact, with subsequent changes in the original culture



patterns of either or both groups.” (p. 501) Here, Linton does not mention acculturation as an individual process but a group process. Bogardus (1949) said that cultural pluralism is concerned with only cultural systems and makes no reference to individual members’ culture.

On the other hand, individual acculturation is also acknowledged. Donhrendt and Smith (1962), found that acculturation may be an exclusively individual phenomenon as well as a group phenomenon, specifying: “that individual is most acculturated who deviates farthest from the norms of the strongest, that is, the most exclusive, orders of the structural activity in his culture.” (p.35) Therefore, acculturation may be treated as either a group phenomenon or an individual process. For the purpose of this study, acculturation is treated as an individual process.

Acculturation can be different between sub-cultural groups and autonomous groups. Researchers such as Donhrendt and Smith (1962) and Spindler (1963) stated that acculturation is applicable between subcultures. For example, Thurnwald (1932) said that in the United States a majority of the people are Catholics; however, you find subcultures such as Polish Catholics, Italian Catholics, Spanish Catholics, and French Catholics, and they all try to keep their cultural traditions. Similarly, the United States presently has a large Asian immigrant population, which is comprised of many countries and cultures. Of these countries, India stands apart from other Asian countries due to its distinct culture, traditions, and religions. This study looks at the Asian Indian women, to understand the acculturation of one cultural group.

Acculturation is a dynamic process and one of the conditions necessary for acculturation is a situation that creates a confluence of different cultures. This means that at

least two cultural groups must come into continuous direct contact for acculturation to commence. This idea of direct contact is evident in all research dealing with acculturation. Assuming that continuous direct contact is necessary for acculturation, the question arises: Does this process have a direction? Acculturation can be a unidirectional process or a bidirectional process. Graves (1967) treated acculturation as a unidirectional process in which change occurred on the part of ethnic minorities in the direction of the dominant culture. Researchers such as Gillin and Raimy (1940), Parsons (1936), and Graves (1967) agreed that acculturation is a bidirectional process; however, in their research and theoretical explanations regarding immigrants, only cultural changes relevant to the immigrant group are identified and discussed with no attention paid to changes that occurred with the other groups. Similarly, in this study, acculturation will focus only on the changes that occur in the immigrant group of Asian Indian women.

**Acculturation Models .** A review of literature on the acculturation process reveals two predominant models: a unidimensional model and a bidimensional model. The basic difference between the two models lies in the way they explain the relations between the cultures of birth, referred to as the home culture and the predominant cultural environment, or host culture. The unidimensional model assumes that change in cultural identity takes place along a single continuum over a period of time. In other words, immigrants are seen as being in the process of relinquishing the values, attitudes, and behaviors of their home culture while simultaneously adopting those of the host society (Gorden, 1964). In contrast, the bidimensional model argues that acculturation is best understood by viewing the home culture and host culture as being independent of one another (Berry, 1997; Ramirez, 1984;

Zak, 1973). Thus, immigrants may adopt several values and behaviors of the host culture without totally giving up all facets of their home culture.

Based on unidimensional and bidimensional models, there are three most commonly used measures of acculturation of Asian Americans: 1) Suinn-Lew (1987) Asian Self-Identity Acculturation Scale, 2) Sue and Sue's (2003) model of racial/cultural identity development, and 3) Berry's (1991) model of acculturation strategies.

***Suinn-Lew Asian Self-Identity Acculturation Scale.*** Though the Suinn-Lew (1987) Asian Self-Identity Acculturation Scale (SL-ASIA) is used to assess the cognitive, behavioral, and attitudinal aspects of acculturation, it concentrates on the behavioral dimensions (e.g., language preference). However, recent research suggests that acculturation occurs on many levels (e.g., values and behaviors) and also needs to be measured through identification with the home and host cultures, which requires an orthogonal scale of measurement (Suinn, Ahuna, & Khoo, 1992; Suinn, Rickard-Figueroa, Lew, & Vigil, 1987).

The SL-ASIA does not address these other issues, but it is, nevertheless, the most widely used measure of acculturation in Asian American population. It is based on a one-dimensional construct that ranges from highly traditional at one end to highly assimilated at the other. Biculturalism is at the midpoint of the scale, implying that the more an immigrant identifies with one culture, the less he or she identifies with another. The SL-ASIA scale was found to be influenced by five underlying factors (1) reading, writing, or cultural preference; (2) ethnic interaction; (3) affinity for ethnic identity and pride; (4) generational identity; and (5) food preference.

***Racial/Cultural Identity Development (R/CID) Model.*** The R/CID Model by Sue and Sue (2003) is a five-stage model of an immigrant's experiences in a new culture. In the first stage, which signals conformity, the individual accepts the values, beliefs and perspectives of the host culture. The dissonance stage, which comes next, occurs with a specific event gives rise to information that is inconsistent with the individual's beliefs and values. This event leads to skepticism concerning the values and beliefs held in the conformity stage. The third stage, which is characterized by resistance and immersion, has the individual identifying positively with the values of the home culture and negatively with values of the host culture. In this stage, the individuals may not quite agree with some of the views held by the group in the third stage. The fourth stage or introspection, occurs when the individuals concentrates on understanding himself/herself or his/her own cultural group. Finally, the fifth stage or integrated awareness sees the individual becoming strong in his/her beliefs while appreciating the qualities of both the home and host culture.

The limitations of the R/CID Model include the following: 1) it is not a global personality theory with specific identifiable stages that serve as fixed categories; 2) it is inadequate when used with immigrants; 3) it is an implied value judgment since higher levels are seen as more "healthy" than lower ones; 4) it can not quite explain how interpersonal, institutional, societal, and cultural factors may either facilitate or impede cultural identity development.

Although the R/CID Model has significant merit when conceptualizing culturally diverse clients, there are some limitations to this theory. First, potential change for the client is dependent on his or her stage of development. Moreover, movement within and between

stages of this model is dependent on specific dynamic circumstances. Individuals' responses to interpersonal interactions can trigger shifts from one stage to another. Sue and Sue (2003) suggested that intrapersonal influences could initiate activity between stages as well. (Roysircar, Arredondo, Fuertes, Ponterotto, & Toporek, 2003).

***Berry's Theoretical Framework.*** John W. Berry (1991), one of the leading scholars in acculturation studies, developed a framework of acculturation strategies for understanding the “psychology of immigration” of immigrants. Berry focused on the acculturation strategies of immigrants, on people’s attitudes towards the adaptation, their overt behavior, and their internal cultural identities. Berry’s acculturation framework is based on two dimensions:

- Cultural Maintenance: the extent to which individuals value and wish to maintain their cultural identity.
- Contact-Participation: the extent to which individuals seek out contact with those outside their own group, and wish to participate in the daily life of the larger society.

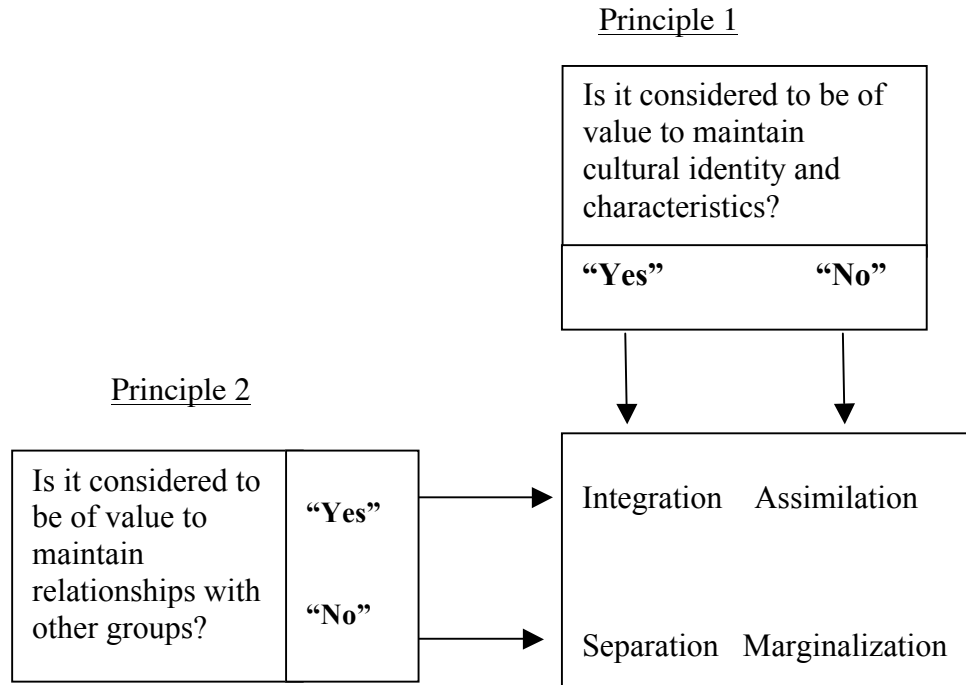
Based on the above principles, Berry formulates the following questions:

- 1) Is it considered to be of value to maintain one’s identity and characteristics? (Cultural Maintenance)
- 2) Is it considered to be of value to maintain relationships with a larger society? (Contact-Participation)

Based on the answers to these questions, Berry (1991, p. 27) identified four strategies of acculturation. If individuals answered “no” to the first question and “yes” to the second question,

they were classified as “Assimilation.” If individuals answered, “yes” to both questions, they were classified as “Integration”. If individuals answered, “yes” to the first question and “no” to the second, they were “Separation”. And, if individuals answered “no” to both questions, they were “Marginalization”.

Figure 2.1 Berry's Acculturation Strategies



The Assimilation strategy meant that the individuals did not wish to maintain their home cultural identity but wanted to form a relationship with the host culture. When individuals chose assimilation freely, the culture became a “melting pot,” but when assimilation was forced by the host culture, the culture became a “pressure cooker” (Berry 1990).

The Integration strategy implies that the individuals want to maintain their home culture identity as well as maintain a relationship with the host culture. This course was possible when the host culture was open and accepting of the acculturating groups (Berry, 1990).

In most studies the Integration strategy was found to predict the best adjustment along a

variety of criteria variables (Berry & Sam, 1997). This was the case among the following studies: Indian immigrants to the U.S. (Krishnan & Berry, 1992), Third World immigrant youth in Norway (Sam & Berry, 1995), and Schmitz's (1992) work on a variety of immigrant groups in Germany. All these studies concluded that the Integration strategy seemed to be the most effective strategy using long-term health and wellbeing as indicators.

The Separation strategy meant that the individuals wanted to maintain their home cultural identity, but did not want a relationship with the host culture. It should also be noted that if such cultural separation was imposed by the host society and the acculturating group was kept at a distance, then it became a situation of segregation (Berry, 1990).

The Marginalization strategy meant that the individuals did not want to maintain their home cultural identity, nor form relations with the host society. Individuals felt marginalized as a result of actions by the host society, through forced cultural loss and forced exclusion (Berry, 1990).

**Previous Research on Asian Indians.** The 2010 U.S Census categorizes ethnicities into seven races: White, Black, Hispanic/Latino, American Indian, Alaskan Native, Native Hawaiian/Pacific Islanders, and Asian. Distinct races and ethnicities subsumed under the Asian category have not been adequately acknowledged in the literature. Research on Asian Indians revealed few studies that pertained exclusively to the adaptation of Asian Indian Women immigrants in America.

The studies on Asian Indian women that were examined in this study were conducted in the U.S., U.K., and Canada. They examined concepts such as attitudes, behaviors, and experiences in acculturation in the U.K.; demographic profile, satisfaction with and



adaptation of Indian families in North America (Leonard- Spark et al., 1980); changing roles of Asian Indian women after migration (Dasgupta, 1989); quality of lives of five Asian ethnic groups in America (Nandi, 1980); acculturation of Asian immigrants in America (Sodowsky & Lai, 1997); living arrangements of American Indian elderly women in America (Burr, 1992); knowledge and use of social services by immigrants (Atkin, Cameron, Badger, & Evers, 1989) and experiences of young, middle aged and older Asian Indians in North America (Ramcharan, 1993; Ranganswamy, 2000).

One study on Asian Indians revealed that Asian Indians in the U.K were greatly concerned about maintaining, improving or recovering their social status in the Hindu community, which was related to the extent to which they had integrated themselves into different white groups. At different levels, Asian Indian families tried to gain acceptance by white families and organizations. Despite theses desires, some Indians parents were skeptical of ‘over westernization’ and the loss of respect for Indian tradition by their growing children (Acland et al., 1989).

Leonhard-Spark et al. (1980) illuminated the heterogeneity in the Asian Indian community in America-with regard to religion, socio-economic status, languages spoken at home etc.- while highlighting that the good English-speaking skills of Asian Indians played a significant role in their adaptation to the host culture. Despite their adaptation, Asian Indian families maintained a strong cultural identity, especially if they had children and aging parents in their households. The authors concluded that Asian Indian immigrants possessed resources for adapting to American culture as well as for maintaining ethnic identity.

Ramcharan (1983) focused on the adaptation of Diaspora Indians from the British Caribbean and Guyana who had migrated to Canada where they were able to fulfill their professional aspirations. Similar to the subjects in Sodowsky and Lai's study (1997), their level of satisfaction with Canadian life was related to their tenure in Canada. However owing to the discrimination that they had experienced in Canada, they were ambivalent in their sense of psychological commitment to this country.

In another study on Asian Indians, Nandi (1980) examined the quality of lives of five Asian ethnic groups, Indian, Pakistani, Chinese, Filipino, and Korean in a midsize city in America. Factors contributing to social the isolation experienced by Asian Indians included the foreign nature of the American way of life, little social interaction with the host community and the absence of extended family and friends in this country. Additionally, Asian Indians were averse to placing their aging family members in nursing facilities and perceived the care of their parents to be the sole responsibility of the off spring. These immigrants admired the following features about America: the idea of personal and social freedom; conveniences in American life; and fairness among American employees who are rewarded for personal skills and knowledge. In spite of some positive elements in American culture, some Indians planned to return to India permanently at some time in the future while others were undecided about their future plans.

Dasgupta (1989) examined the changing roles of Asian Indians women in America. In the Indian context they lived in a sex-segregated "female world" that could not be duplicated in the American context. The scenario resulted in their alienation, deterring their participation in the larger American society.

## **Methodology**

The following section contains information on data collection, sample size, and sample representativeness.

**Data Collection.** Gathering relevant information from Asian Indian women will be a purposive sample. The only existing sources that have contributed to gathering data on Asian Indian women are U.S Census (foreign-born section) and the United States Citizenship and Immigration Services. However, they do not provide the required data that could be used to address the research questions posed by this study. Since there were no readily available data for the study, an acculturation survey was developed to gather the data. With advancements in information technology, the Internet is increasingly accessible and the preferred method of communication, hence data were gathered through an Internet survey.

The data were collected from first generation Asian Indian women living in the U.S. The sample was gathered from women aged between 18 and 50 as the majority of the immigrants belong to that age group (Oberai, and Singh, 1983). Also, acculturation changes are generally, most prevalent in first-generation immigrants.

All data were gathered by an online survey hosted where respondents accessed and filled out the survey using the Internet. The sample consists of Asian Indian women, aged 18-50, who are first generation Asian Indians. Participation was completely voluntary and respondents could opt out of the survey at anytime.

The survey was made available on two major networking websites 1) Facebook and 2) Orkut. The networking website Orkut has various communities which were specifically created for Asian Indian's living in the U.S. The websites hosted links to the survey on their

community pages, which was visible and accessible to all members. In order to reach a wide group of Asian Indian women, the survey was posted on approximately 81 online groups related to Asian Indians on the orkut-networking site. Willing respondents who met the eligibility criteria could access the online survey directly and discretely from a published link on the hosting website. The respondents were requested to read and agree to the terms of the consent form before beginning the survey. The respondents who took the survey remain anonymous. The survey data were collected between September 10<sup>th</sup> 2009 and January 9<sup>th</sup> 2010.

**Sample Size.** A total of 872 respondents attempted the survey. However, all the 872 cases could not be used for analysis, as some of the surveys were incomplete. Therefore, it was necessary to limit the cases to completed information for analysis. Only 449 cases with complete information on the self-identification measure of the acculturation strategy of Asian Indian women and on the key factors influencing the acculturation strategies of Asian Indian women were used. Since a high number of respondents (N=423) did not complete the survey there is a need to see if this group of respondents differed on their derived acculturation strategy from the group of respondents (N=449) that completed the survey.

Table 2.1a shows the comparison between respondents (N=449) who completed the survey and respondents (N=423) with an incomplete survey based on the derived identification (acculturation strategies according to Berry) measure. Table 2.1b shows the frequency distribution between complete and incomplete surveys and are not statistically significant as calculated by Chi-square value 1.554 is less than the critical value 7.879 (1d.f.,  $p < .05$ ). The percentage distribution of derived acculturation types between complete and

incomplete cases does not differ (Table 2.1b). Therefore, both complete and incomplete cases are from the same population. Resulting in the inferences drawn from statistical analysis of completed cases will hold good for the total 872 cases.

Table 2.1a

*Percentage Distribution of Acculturation Types from Derived-identification by Complete and Incomplete Cases for Statistical Analysis*

Derived-identification Acculturation	Complete		
	Incomplete Survey %	Survey %	Total
	N= 114	N= 446	N= 560
Integrated	91.2	94.4	93.8
Separated	7.0	3.1	3.9
Assimilated	0.9	2.0	1.8
Marginalized	0.9	0.4	0.5

Table 2.1b

*Chi Square Test Between Incomplete and Completed Surveys*

Derived- identification Acculturation	Complete		
	Incomplete Survey %	Survey %	Total
	N= 114	N= 446	N= 560
Integrated	104	421	525
Others (three acculturation strategies)	10	25	35
Total	114	446	560

*Note:* Data are not available for 312 cases out of the total 872 cases.

**Analysis.** To assess the similarity of the sample to general Indian Asian women, a comparison was made on 1) the socioeconomic and demographic characteristics and 2) the geographic spread of Asian Indians living in the U.S. using the data from the 2007 American Community Survey of the U.S. Census Bureau.

***Socioeconomic and demographic characteristics.*** The sample is fairly representative of Asian Indian women living in the U.S. However, some selective bias is apparent among the sample due to the method of data collection; the online acculturation survey excludes women without access to the Internet.

There is a paucity of data on socioeconomic and demographic characteristics for Indian women living in the U.S. The 2007 American Community Survey data were the only available source of information. Although the representativeness of the sample, with regard to socioeconomic characteristics of the Census population, is limited (Census data and

sample age groups are different), only those characteristics that can possibly be comparable have been presented in Table 2.2. It is believed that the comparison will indicate the extent of representativeness of the Asian Indian women living in the U.S. and the sample.

Table 2.2 shows the percentage of unmarried Asian Indian women as per the 2007 American Community Survey as 12% and by comparison 11% among the completed cases of the sample are unmarried. Thus, the marital status between the Census and the sample is quite similar.

While the percentage distribution based on education levels shows that those with a bachelor's degree or higher constituted 68% among Asian Indian women aged 25+ and living in the U.S., it was 99% among the sample. The high percentage of a higher education level among the sample might be due to the method of data collection. The data were collected by an online survey, which resulted in a sample from respondents who used the Internet and could read, write, and comprehend English. About 77% of the people in North America can access and use the Internet and this number increases among the educated immigrants (Internet World Statistics, 2010). It would be a safe assumption that women who did not answer the survey either had no Internet access or did not have knowledge to use the Internet.

American Community Survey shows that 68% of the Asian Indian women living in the U.S. aged five years and above could speak English very well; by comparison, it was 92% among the sample. The Census data were for those aged five years and above and included both male and female subjects. On the other hand, the sample contained only Asian Indian women, aged between 18 and 50. The age group of the sample in this study was older than the population covered by the American Community Survey and the women could thus speak

English better. Furthermore, the respondents had a higher level of education and were either employed or students: thus, the English proficiency is expected to be good. The American Community Survey shows that 90% of Asian Indians aged five years and above spoke languages other than English and among the sample it was 97%.

According to the American Community Survey, the median annual family income was \$99,000 for the Asian Indian families compared to \$85,000 among the respondents in the sample. Thus, the median family income is relatively closer between the Census population and the sample.



Table 2.2

*Socioeconomic and Demographic Characteristics among Asian Indian Women: Comparable Data from 2007 American Community Survey and Sample Respondents*

Socioeconomic and demographic characteristics	Asian Indian			
	women in the	Incomplete	Complete	Total
	U.S.	Survey	Survey	
	N= 645,498	N= 423	N=449	
	%	%	%	%
<b>Marital Status</b>				
Unmarried	12.1	8.0	10.8	10.3
Others	87.9	92.0	89.2	89.7
Bachelor's degree or higher	68.4	97.0	99.3	98.9
Speak English very well	73.6	87.5	92.4	92.0
Speak other than English	89.7	92.8	98.2	97.3
Median annual family Income	\$ 99,061	\$ 82,375	\$ 84,574	\$ 84,477

*Note:* Marital status in 2007 American Community Survey refers to females age 15+

Educational level refers to females age 25+

English language refers to males and females age 5+

Partially completed: did not respond to all the questions in the survey

Completed: responded to all the questions in the survey

***Geographic spread of the sample respondents.*** The geographic representativeness of the sample is relatively similar to the Asian Indian women living in the U.S. (U.S. Census, 2007), as can be seen in the following description of data.

The respondents in the sample reside in 40 out of 50 states in the U.S. In 2006, California, New Jersey, New York, Texas, and Illinois together accounted for 56.4 per cent of all Indian-born immigrants (Terrazas & Batog, 2010). By comparison, about 41% of the sample respondents are from California, New Jersey, New York, Texas, and Illinois (data not presented).

The respondents of the sample resided in 175 different cities in the U.S. The cities that represented at least one percent of respondents are Fremont, Los Angeles, San Francisco, San Jose, Santa Clara, Stamford, Miami, Atlanta, Chicago, Lexington, Boston, Farmington Hill, Minneapolis, St Louis, Edison, Jersey City, Charlotte, Stillwater, Dallas, Houston, Richmond, Bellevue, Redmond, Seattle, and Milwaukee. The remainder of the cities, each, accounted for less than one percent of the sample (data not presented).

The sample of respondents is representative of all the states in India. About 20% of the respondents were from Andhra Pradesh, followed by Maharashtra, Tamil Nadu, Karnataka, Delhi, Kerala and Uttar Pradesh (data not presented).

Before migrating to the U.S., the respondents were either born in or lived longest in as many as 171 cities or towns. The following cities represent at least one percent of the respondents, who were either born in or lived longest in: Ahmedabad, Bangalore, Bhopal, Chennai, Delhi, Hyderabad, Indore, Kakinada, Kanpur, Kolkata, Lucknow, Mumbai, Mysore, Pune, Trivandrum, and Visakhapatnam (data not presented).

Although more than 50% of the sample respondents had been born in or lived longest in metropolitan cities with a population greater than 15 million, the rest had been born in or lived longest in cities and towns of various population sizes as shown in Table 2.3.

Table 2.3

*Percentage Distribution of Respondents by Place of Birth and Place Lived longest  
By Population Size of Cities in India.*

Population Size of the town or city	Place of Birth	Lived longest
	N=449	N=449
	%	%
Small town (<50,000)	2.4	1.5
Large town (50,000 to 99,999)	5.2	3.2
Small city (100,000 to 500,000)	18.5	11.3
Medium city (500,000 to 1,000,000)	11.5	11.2
Large city (1,000,000 to 1,500,000)	6.1	6.3
Metropolitan city (1,500,000+)	56.3	66.5
Total	100.0	100.0

**Statistical Methods.** Inferences were drawn using frequency distribution, and univariate and bivariate tables. Appropriate statistical tests like Chi-square to test frequency distribution and t-test to test percentages was used between two groups of respondents.

**Data Analysis.** In this section, the focus was on the classification of Asian Indian women's acculturation strategies.

*Classification of Asian Indian Women's Acculturation Strategies.* Two distinct measures were employed to classify the respondents into one of Berry's acculturation strategies: 1) derived-identification: by eliciting responses to the two principles in Berry's model and 2) self-identification: by direct identification by respondents regarding their perceived acculturation strategy (based on the title and definition of Berry's acculturation strategies). The classification of the respondents was into four acculturation strategies, namely, Assimilation, Integration, Separation, and Marginalization. The classifications were then tested for the applicability of Berry's model to Asian Indian women: 1) by determining if Asian Indian women's acculturation strategies can be classified into a unique strategy as defined by Berry's model and 2) by measuring the consistency between the derived-identification and self-identification of Asian Indian women's acculturation strategies. When an attempt was made in the study to answer the research questions, some interesting observations emerged. Although there is a fairly good agreement between the two distinct measures of Integration strategies, derived-identification and self-identification by respondents, the remaining acculturation strategies do not match between the derived-identification and self-identification acculturation strategies. Another finding from the self-identification question in the acculturation survey is the emergence of another category containing respondents who could not exclusively identify themselves with any one acculturation strategy. A substantial number of respondents have identified themselves with more than one acculturation strategy. Although Berry's strategies could measure the

Integration strategy, it undermines the other strategies of acculturation and also ignores the substantial number of individuals who felt they belonged to more than one strategy of acculturation. The majority of the sample from the study considered themselves using the Integration strategy and very few categorized themselves in the remaining three-acculturation strategies. This could mean that Berry's concept (derived-identification) of acculturation might not explain Asian Indian women's acculturation to the U.S. The data below is based on the findings above and present the cross tabulation of the respondents' acculturation between derived-identification (Berry's concept) and self-identification.

The percentage distribution of acculturation strategies measured from derived-identification and self-identification by respondents is presented in Table 2.4. It is observed that the percentage of Integration measured from derived-identification was about 83% of the sample and that as self-identification by respondents was 94 % of the sample. Around 11.5% of respondents self-identified themselves as belonging to more than one strategy of acculturation and this was the second largest group of respondents, after the Integration group of respondents.

Table 2.4

*Percentage Distribution of Respondents by Strategies of Acculturation*

Acculturation	Derived-identification		Self-identification	
	Frequency	%	Frequency	%
Assimilation	9	2.0	7	1.6
Integration	421	93.8	374	83.3
Separation	14	3.1	10	2.2
Marginalization	2	0.4	6	1.3
Mixed Strategies	0	0.0	52	11.6
Missing values	3	0.7	0	0.0
Total	449	100.0	449	100.0

In Table 2.5, the acculturation strategies of respondents from derived-identification have been cross-classified with those of self-identified by respondents. It can be observed from the Table 2.5 that the diagonal frequencies are consistent among the acculturation strategies from both the measures. As evident from the Table 2.5, there are 421 cases of the Integration strategy, as measured by derived-identification. Of these, 356 are Integration, followed by nine cases of Separation and four cases each of Assimilation and Marginalization, as self-identification by the respondents. There are 14 cases of Separated acculturation strategy, as measured by derived-identification, of which only one is separated, 10 are Integration and three do not fall into any acculturation strategy, as self-identification by the respondents. There are nine cases of Assimilation acculturation strategy, as derived

from Berry's concept, of which three are Assimilation, five are Integration and one case does not fall into any acculturation strategy, as self-identification by the respondents. There are two cases of Marginalization strategy as measured by derived identification, of which one case is marginalized and the other is a case of mixed acculturation strategy, as measured by self-identification.

Table 2.5

*Distribution of Respondents by Derived-identification and Self-identified Acculturation*

Acculturation Strategy	Derived-identification				
	Assimilation	Integration	Separation	Marginalization	Total
Self- identification	N= 9	N=421	N=14	N=2	N=446
Assimilation	3	4	0	0	7
Integration	5	356	10	1	372
Separation	0	9	1	0	10
Marginalization	0	4	0	1	5
Mixed strategies	1	48	3	0	52

The information above on the acculturation strategy of the respondents is presented in another form in Table 2.6, by calculating the percentage of acculturation strategies. The Table 2.6 shows the variance in consistency between the acculturation strategies, derived strategy and self-identified strategy by the respondents.

Overall, about 81% of the respondents show consistency in the results of acculturation strategies, as measured by derived-identification and as self-identification. While about 85% of the cases are Integration according to both measures of acculturation, the percentage varies from seven to 50 for the other strategies of acculturation. Thus, while the measurement of the Integration strategy is highly consistent with both the methods of acculturation measurement, the other strategies of acculturation do not really conform.

Table 2.6

*Percentages of Consistency of Respondents between Derived-identification and Self-identification Acculturation*

Acculturation Strategies	Derived-identification N=446	Self-identification N=361	Consistency (Self-identification / Derived – identification) %
Assimilation	9	3	33.3
Integration	421	356	84.6
Separation	14	1	7.1
Marginalization	2	1	50.0

## Discussion and Conclusion

The dearth of information on Asian Indian women, who are considered the primary transmitters of culture for the third largest migrant group in the U.S. (Barr, Jefferys, & Monger, 2008), prompted the need for a quantitative study on the Integration strategy. The



data collected through the acculturation survey provided us with ample information to investigate the various aspects of Integration strategy of Asian Indian women in U.S.

Data from acculturation survey revealed that Asian Indian women, who migrate to the U.S. are highly educated, with a large number of them possessing at least a Bachelor's degree and were employed. Though marriage was the primary reason for migration of Asian Indian women to the U.S., many of them enrolled in universities for higher education, upon arrival in the U.S. The secondary reason for migrating to the U.S., among Asian Indian women is to attain a higher education, especially if they are single.

Majority of the respondents (N=356) used the Integration strategy, when measured directly using self-identification and indirectly using derived-identification on acculturation. The acculturation strategies Assimilated, Separated, and Marginalized accounted for a small number of respondents (N=22) and were also inconsistent between the two measures of acculturation. Furthermore, a considerable number of respondents (N=52) identified themselves with more than one strategy of acculturation using self-identification, which cannot be explained using derived-identification of acculturation. These Asian Indian women could be in the process of acculturation as they cannot identify themselves as belonging to any one acculturation strategy and consequently cannot be accounted for using Berry's strategies. This indicates that Berry's theoretical framework on acculturation cannot adequately describe acculturation of Asian Indian women.

Results on consistency between derived-identification and self-identification measures of Asian Indian women's acculturation strategies showed that over 85% of the respondents were consistently identified with the Integration Strategy, using both measures

of acculturation. Results of the initial analysis indicated that 11.5% (52 out of 449) of the respondents could not be classified exclusively using Berry's acculturation strategies. These respondents adopted a mixed-acculturation strategy. Results also showed that of the total number of respondents (N= 421) that identified with the Integration strategy (using either measures of acculturation), over 85% were consistent on both measures. Of the total number of respondents (N= 2) that identified with the Marginalization strategy (using either measures of acculturation), 50% were consistent on both measures. Of the total number of respondents (N=9) that identified with the Assimilation strategy (using either measures of acculturation), 33% were consistent on both measures. And of the total number of respondents (N=14) that identified with the Separation strategy (using either measures of acculturation), 7% were consistent on both measures. This finding may indicate that respondents did not identify themselves the same way Berry derived their acculturation strategy, which adds to our supposition that Berry's acculturation strategy may not adequately explain Asian Indian women's acculturation in the U.S.

An impediment in the analysis performed for the study lies with the definitions of the four-acculturation strategies as specified by Berry's acculturation framework. The definitions are too broad and cannot adequately categorize a multidimensional concept such as Asian Indian women's acculturation. Berry's model implies that immigrants who adopt a particular acculturation strategy employ the same strategy for all the various acculturation factors. The following example illustrates this limitation: a respondent might feel she is integrated on lifestyle but not on culture orientation. This is evident in the data collected, as 52 respondents could not categorize themselves exclusively into one of the acculturation strategies.

Asian Indian women have an inclination to adopting the Integration Strategy, which can be attributed to the following reasons:

- Federal U.S. immigration laws restrict the entry of non-professional immigrants into the U.S. (Revised immigration laws of 1965 which allowed the entry of professionals).
- Language proficiency is a key acculturation determinant for immigrants (Berry, 1990). Since English is the dominant language in the U.S., English proficiency is imperative for Integration strategy. Asian Indian women showed that they could read, write, and comprehend English language. The high level of English proficiency among Asian Indian women can be attributed to the following reasons: English is the second official language of the Indian Union, English is the medium of education in most Indian educational institutions, and also U.S. universities enforce strict language proficiency guidelines for enrollment of International students.
- Cultural importance given to education and occupational status in India (class status) motivates Asian Indian's to seek higher education and occupational status in the U.S.
- Exposure to western culture in India prepares Asian Indian women for life in the U.S.

These characteristics of Asian Indian women show that these women have a predisposition to integrate into the American culture and Berry's acculturation model may not be the right fit for this population.

Globalization brought about an increase in the influence of culture, people, and economic activity to the U.S. from other parts of the world. This is apparent in the number of multi-cuisine restaurants, foreign movies, ethnic stores, religious places of worship etc., in the U.S. The United States is becoming more racially and ethnically diverse than ever before (Shrestha & Heisler, 2011). Asian Indian immigrants have close ties to their country of origin and maintain their culture and traditions. The diasporic community helps immigrants maintain their language, cultural, religious practices, ethnic food, clothing, and marry within their culture (Das & Kemp, 1997). Cable television and the Internet provide access to the latest Indian movies, Indian news and other Indian TV programming, and help immigrants maintain their cultural and ethnic identity. Also the large population of Indians in America has encouraged the development of a sustainable economic market that provides immigrants with Indian food, traditional Indian clothing, Indian music, and Indian movies. Cheaper air tickets and calling cards allow immigrants to maintain a relationship with family and friends from India. Due to the aforementioned reasons it can be seen that Asian Indian women living in the U.S. currently can easily maintain their ethnicity/culture and traditions. This is made possible in recent years with advancement in technologies and increase in global economies, which is in contrast with the period when Berry's acculturation framework was developed. Hence, J. W. Berry's work on acculturation framework from the 1980s and 1990s might not hold the same explanatory power now as it did when it was developed 30 years ago.

**Limitations.** The acculturation survey was conducted online and only women who had Internet access were included in the study. Therefore, the sample suffered from a selection bias. The length of the data collection instrument could have been another limiting

factor, as only 449 women completed the survey even though a total of 872 women attempted it. The questions in the data collection instrument were all multiple-choice with very few open-ended options. The respondents had to choose a particular option without having an opportunity to explain or support their choice. This is evident from the measurement of acculturation by the self-identified strategy as some respondents self-identified themselves as belonging to more than one type of acculturation. Including an open-ended question would have provided vital information on why the respondents felt they belonged to more than one type of acculturation.

Despite the above limitations, the sample was a fair representative of the Asian Indian population. The sample was compared on two dimensions 1) American Community Survey, 2007 U.S. Census and 2) the geographic spread of the sample. Comparing on marital status, the percentage of unmarried Asian Indian women as per the 2007 American Community Survey was 12% and 11% among the sample (Table 2.2). Comparing on educational level, the percentage of Asian Indian women with a bachelor or higher constitute 68% as per the 2007 American Community Survey and 99% among the sample (Table 2.2). Comparing on English proficiency, the percentage of Asian Indian women proficient in English as per the 2007 American Community Survey was 68 % and 92% among the sample (Table 2.2). Comparing on annual household income, for the Asian Indian women as per the 2007 American Community Survey was \$99,000 and \$85,000 among the sample (Table 2.2). The geographic spread of the sample covered 40 out of the 50 states in U.S. and covered all 28 states in India (Table 2.3).

### **Chapter 3: Integration Strategy**

The purpose of this chapter was to empirically operationalize the conceptual model to estimate the effect of identified key factors on the Integration strategy of Asian Indian women. The total sample size was 449 respondents, 94% belonged to the derived Integration strategy, and 84% belonged to the self-identified Integration strategy. Logistic regression was used to examine the influence of socioeconomic and demographic characteristics, behavioral tendencies, and personality traits on the Integration strategy. Logistic regression models were used 1) to assess the effects of socioeconomic and demographic characteristics on the Integration strategy; 2) to assess the effects of personality traits on the Integration strategy; 3) to assess the effects of behavioral tendencies on the Integration strategy; 4) to assess the effects of socioeconomic and demographic characteristics on Integration strategy in the presence of behavioral tendencies; and 5) to assess the effects of personality traits on Integration strategy in the presence of behavioral tendencies. Of the socioeconomic and demographic characteristics considered in the model, migration history, language count, and current age were found to be statistically significant in influencing the Integration strategy. Of the personality traits considered in the model, Extraversion and Agency were found to be statistically significant in influencing the Integration strategy. Of the behavioral tendencies considered in the model, socialization with Americans, preference in entertainment, social support, and English proficiency were found to be statistically significant in influencing the Integration strategy.

The influence of socioeconomic and demographic characteristics and personality traits on the Integration strategy was strengthened in the presence of behavioral tendencies. The conceptual model developed in this chapter could be used for future research on the acculturation of immigrants. The identified statistically significant factors among the socioeconomic and demographic characteristics, personality traits, and behavioral tendencies of the Integration strategy of Asian Indian women will provide a means for understanding acculturation that could aid in counseling and program development designed to facilitate acculturation of towards Asian Indian women in the U.S.

## **Introduction**

Over the years, cross-cultural psychology has provided evidence of a relationship between the cultural context of society and individual behavior. Researchers have utilized cross-cultural psychology to examine the process of change and adjustment of individuals belonging to a certain culture when they migrate to re-establish their lives in another culture. All migration movements are not similar and can be either voluntary or involuntary. When the migration is intentional and associated with much deliberation by the migrants, they are more likely to integrate with the host culture (Berry, 1997). Therefore, the psychological and behavioral aspects of acculturation are dependent on the social and personal attributes of the individuals (Chhabra, 1994).

Asian Indians migrated to the U.S. for better opportunities and a higher standard of living, and were aware of the differences between American and Indian cultures. For many Asian Indian women, migrating to the U.S. was most likely intentional, and; therefore, they were prepared to change and adapt. As expected, the percentage of Asian Indian women in the sample who identified with the Integration strategy is high. All the Asian Indian women who were part of this study migrated to the U.S. for at least one of the following reasons: 1) family union or marriage, 2) education, and/or 3) employment.

In spite of being prepared for adjustment to a new culture, there may have been certain factors that Asian Indian women found harder to change, which could have acted as barriers to their acculturation. Similarly, there may have been factors that Indian women found easier to change, either due to their individual backgrounds, prior exposure to American culture and society, or their personal values; these in turn could have acted as



facilitators in their acculturation. To investigate acculturation, data on the socioeconomic and demographic characteristics, personality traits, and behavioral tendencies of Asian Indian women were gathered using an acculturation survey.

**Research Topic.** The aim of the study was to test the effects of socioeconomic and demographic characteristics, personality traits, and behavioral tendencies on the Integration strategy using logistic regression. The logistic regression analysis identifies statistically significant variables among the above factors, and will provide the information required for counseling and program development dealing with the settlement of Asian Indian women in the U.S.

**Research Questions.** This chapter focuses on the following research questions: Can an empirical multivariate model be designed to test the influence of the identified key factors that affect the Integration strategy for Asian Indian women in the following manner?

1. Do socioeconomic and demographic characteristics affect the Integration strategy?
2. Do socioeconomic and demographic characteristics affect the Integration strategy, in the presence of behavioral tendencies?
3. Do personality traits affect the Integration strategy?
4. Do personality traits affect the Integration strategy, in the presence of behavioral tendencies?
5. Do behavioral tendencies affect the Integration strategy?

**Hypotheses.** The following hypotheses will be tested in this chapter:

1. Socioeconomic and demographic characteristics affect the Integration strategy of Asian Indian women.
2. Personality traits affect the Integration strategy of Asian Indian women.
3. Behavioral tendencies affect the Integration strategy of Asian Indian women.
4. Socioeconomic and demographic characteristics affect the behavioral tendencies of Asian Indian women.
5. Personality traits affect the behavioral tendencies of Asian Indian women.
6. Socioeconomic and demographic characteristics affect the Integration strategy in the presence of behavioral tendencies.
7. Personality traits affect the Integration strategy in the presence of behavioral tendencies.

This manuscript contains a review of literature relevant to acculturation of Asian Indian women. It is followed by research methodology, which describes the measurement of variables and the empirical model. Data analysis follows next which details the empirical results of the research questions. The manuscript concludes with the findings of the research.

### **Literature Review**

This section presents a review on background of Asian Indians and the identified factors that affect their acculturation strategies. A review of Berry's concept of acculturation is presented. In addition, literature covers the potential reasons why Asian Indians adopt Integration strategy: motive of Asian Indian's migration, their previous exposure to Western

culture, and the presence of Asian Indian Diaspora in the U.S. Past research on the identified acculturation factors which make up the conceptual model form the last part of this section.

**Berry's Integration Strategy.** Acculturation is an adaptive process of cultural adjustment, arising from direct contact and interaction between distinct cultural groups (Berry, 1987; Mena, Padilla, & Maldonado, 1987). As a result of immigration, the U.S. has become culturally plural consisting of people from many cultural backgrounds living together, to form a diverse society. Most often these cultural groups do not share equal power in terms of numerical, economic, and political fields. These unequal power differences have been labeled using terms such as “mainstream”, “minority”, and “ethnic groups” (Berry, 1997). In order to address these groups, Berry (1997) uses the term “cultural groups” to refer to all groups and the terms “dominant” and “non-dominant” to refer to their relative power. In this study, the dominant cultural group would be American society and the non-dominant cultural group would be the Asian Indian immigrants. When the two groups come into contact, the adaptive experiences have a much greater impact on the non-dominant, Indian group than on the dominant, American group. Research on acculturation has focused primarily on peoples': 1) attitudes towards the acculturation process, 2) overt behaviors, and 3) internal cultural identities. These factors form the basis of this study.

Berry uses cultural identity as an approach to understanding acculturation. He states that people have a complex set of beliefs and attitudes about themselves in relation to their cultural group, and these usually are apparent when people are in contact with another culture outside their ethnicity (Berry, 1996b; Phinney, 1990). An individual's cultural identity is constructed along the following two dimensions: 1) identification with one's ethno cultural

group and 2) identification with the host society. These two aspects have been respectively referred to as “ethnic identity” and “civic identity” (Kalin & Berry, 1995). The dimensions, ethnic identity and civic identity, are not negatively correlated. For example, more ethnic identity does not imply less civic identity. Both identities can coexist; one’s ethnic identity can be contained within a larger civic/national identity (for example, Asian Indian-American). A closer look at the two cultural identity dimensions reveals similarities with the four acculturation strategies. When an immigrant manifests both ethnic and civic identities it resembles the Integration strategy. When an immigrant manifests a stronger level of civic identity than ethnic identity, assimilation occurs. When an immigrant manifests a greater level of ethnic identity than civic identity, separation occurs. And finally, when an immigrant manifests neither ethnic nor civic identities, marginalization takes place (Kalin & Berry, 1995).

**Asian Indian’s Motive for Migration to the U.S.** Since the mid-1960s, Asian Indian immigrants have primarily come to the U.S. seeking educational, occupational, and economic opportunities not readily available to them in India. In addition, Asian Indian women also migrate when they get married to Indian-American men living in the U.S. A large percentage of the Asian Indian immigrant population, since the mid-1960s, has included doctors, engineers, scientists, and academicians. Recent trends however, indicate a shift towards the admission of more Asian Indians with occupational skills in the areas of high tech, management, sales, and clerical work (Desai & Coelho, 1980; Leonhard-Spark & Saran, 1980).

Asian Indians desire upward occupational mobility which contributes to the emphasis they place on furthering their educational training once they are in the United States. In the Indian culture, higher education is closely related to a family's reputation and status. Indian women are encouraged to attain a good education in order to acquire a well-paying job. Saran (1985) reported "nearly two-thirds of those educated in India subsequently increased their levels of educational attainment in the U.S., and possess what are probably the best educational credentials of any ethnic group in America today." (p. 37) Given these high educational levels and occupational positions, many Asian Indians are rewarded economically at levels that exceed what most can achieve in India.

According to Berry (1990), education appears as a consistent factor associated with positive acculturation (Integration strategy). Some of the reasons for this relationship are stated by Berry: first, education is a personal resource in itself. Formal education teaches problem analysis and problem solving for better acculturation. Second, education is positively correlated with income and occupational status, support networks, etc. Third, education is a kind of pre-acculturation to the language, history, values, and norms of the new culture. Based on this rationale, it would seem that Asian Indian women immigrants would be better suited to integrate into the American culture.

**Prior Exposure to Western Culture.** India is a country with over 20 official languages, English being one of them. English is a legacy from the British who colonized India and their language reached the most important parts of Indian society: the government, the media, the education system, the legal system, and gradually the social sphere. The birth of the English language in India started with the British establishment of various educational

institutions, and the number of English-educated Indians increased considerably. Learning English was seen as conferring social status, and held social prestige. Careers in any area of business or commerce, within the government, or in science and technology required fluency in English. English is taught in schools ranging from the most elite private schools to small government schools because it is the only this language that is an acceptable medium of communication throughout the nation (Khokha, 2001).

Present day India has a large number of English speakers; it ranks third in the world after the U.S. and the U.K. An estimated four percent of the Indian population use English, which translates to roughly 40 million people. The official language of the Indian Union is Hindi, and English is a secondary official language (Kachru, 1986).

Western culture due to globalization and prior British rule has penetrated deep into the Indian way of life and society in the following areas: social etiquette, dress, eating habits, architectural structures like houses and buildings, new modes of entertainment, etc. Although traditional Indian habits dominate in the countryside, the western outlook has considerably influenced the inhabitants of urban India (Kachru, 1986).

**Asian Indian Diasporic Community.** An overview of Indian culture is important to understand that when Asian Indian women immigrate to the United States, they bring with them their Indian roles, values, beliefs, education, and family ideologies. The family system, one's place of origin, roles of caste, and religion become serious issues in female development in a society. Naidoo (2003) says, "even if Asian Indian women are from more liberal, educated, urbanized, and westernized families, they still carry with them, diluted 'cultural baggage' that needs to be reevaluated, and renegotiated. Indian immigrant women in

transition are much more subject to forces of change than their counterparts in India.” (p. 55)

As the number of Asian Indian immigrants residing in the U.S. continues to increase, the number of newcomers who try to sustain a connection with their homeland also continues to increase (Somani, 2008). Most Asian Indian-American immigrants try to maintain a connection to their homeland. By staying connected, immigrants can keep in touch with their culture. In addition, many immigrants want to pass their culture onto the next generation (Jeffers, 2000). Asian Indian women are conditioned to be dutiful wives, an obedient daughters-in-law, and loving mothers, and, most importantly, shoulder the duty of passing on Indian culture and traditions to the next generation.

By maintaining a connection with their homeland, immigrants continue to identify with their place of origin resulting in a diasporic community (Mooney & Evans, 2007). The diasporic community is the formation of a new community, in this case by the Asian Indian immigrants in the United States. In order to maintain the Asian Indian diasporic community, the new immigrants have to maintain their tradition of language, cultural, religious practices, ethnic food, and clothing, and also marry within their culture (Das & Kemp, 1997). The media, such as Indian movies, cable television, radio, newspapers, magazines, and the Internet help them to maintain their cultural and ethnic identity.

It may also be added that with the increasing number of Indian immigrants, a sustainable economic market has developed to provide immigrants with Indian food, traditional Indian clothing, Indian music, and Indian movies.

The factors that help create and maintain Asian Indian diasporic communities and their cultural identity are:

- The Asian Indian population in the U.S.: According to the 2007 American Community Survey of the U.S. Census Bureau, the Asian Indian population in the United States grew from almost 1,679,000 in 2000 to 2,570,000 in 2007: a growth rate of 53%, the highest for any Asian American community.
- Education: Indian-Americans have the largest percentage of higher education in relation to other racial groups. According to the 2007 American Community Survey of the U.S. Census Bureau, about 74% of Indian-Americans have at least a bachelor's degree.
- Income: According to the 2007 American Community Survey of the U.S. Census Bureau, Asian Indian-American men had the highest year-round income among other ethnic minorities, with full-times median earnings of \$ 75,115 and Asian Indian-American women had a median income of \$52,734.
- Food: Asian Indian-Americans have brought Indian cuisine to the U.S. and it has become established itself as a popular cuisine in the country, with hundreds of Indian restaurants and eateries nationwide. There are also many easily accessible retail Indian markets and stores, in the United States.
- Entertainment: Hindi (the national language of India) radio stations are available in areas with large Indian population, several cable and satellite providers offer Indian channels, and many metropolitan areas with large Asian Indian-American populations now have movie theatres that screen only Indian movies.



- Religion: Various Asian-Indian religious communities like Hindus, Sikhs, Jains, Buddhists, Muslims, Christians, Parsis, and Jews openly practice their religious beliefs in the U.S., in many places of worship and through several social activities.
- Internet: The majority of Asian Indian-Americans has access to the Internet, which provides them with up-to-date information on issues concerning India. The Internet also provides a cheap way to communicate with family and friends in India, thus helping them maintain their cultural contact.

Owing to all these factors, many Asians Indians are inclined to interact and associate with other Asian Indians. This in turn, allows Asian Indian women to maintain their cultural identity. Asian Indian women immigrants thus find themselves at a crucial junction in choosing effective ways to acculturate to the individualistic culture of the United States. An Asian Indian woman continuously evaluates the level of American culture she incorporates into her lifestyle, values, beliefs, and identity. She constantly negotiates with her new world in order to find the right combination of traditional Indian and modern American values for herself.

Although Asian Indians show signs of integrating into mainstream American life, particularly in the areas of education and the economy, they also show an inclination towards maintaining a traditional Indian cultural orientation in their personal lives. Chhabra (1994) says that even though Asian Indian immigrants have spent more years living in the United States than in their country of origin, they continue to maintain strong bonds with the values

and customs of the Indian culture. Thus, even though they integrate into the American culture in many respects, there are areas in which they do not want to integrate.

**Acculturation Factors.** Berry (1990) describes the process of acculturation as continuous and first-hand contact between cultures. During the process, individuals and groups are faced with many choices, such as, how to live, what to eat, and what language to speak. There are certain indicators that can facilitate acculturation and thereby determine the extent to which an individual has acculturated.

Berry (1990) states that the following indicators influence acculturation.

- *Education:* the level of education could indicate how an individual acculturates.
- *Social relations:* relation of immigrants with the host culture as opposed to socialization in their own group (home culture).
- *Employment:* employment of immigrants in their new environment.
- *Urbanization:* relocation of immigrants to urban areas in the new society.
- *Religion:* religious conversion of immigrants to be accepted into the host culture.
- *Media:* to learn about the host culture immigrants listen to the local radio, watch local television, and read local newspapers and magazines.
- *Language:* immigrant's use of host culture's language.
- *Daily practices:* adaptation of immigrant's personal dress, food habits, etc. to that of the host culture.

Berry (1990) also noted that prior knowledge of the host culture leads to more effective acculturation. For example, prior knowledge of the language, daily practices, customs, and societal norms, etc. helps the individual effectively acculturate into the new culture.

Research on acculturation has thus far focused on the impact of education and socioeconomic and demographic characteristics on acculturative stress and levels of acculturation. However, it seems that underlying all the seemingly obvious variables such as age, language proficiency, level of education, and socio-economic status, there are important variables such as the individual's personality traits and behavioral tendencies. Gillin and Raimey (1940) emphasized that in the study of acculturation at the individual level, the interplay between culture and personality must be taken into account.

Researchers in anthropology, psychology, and sociology have noted the importance of cultural influences, socialization patterns, and cultural values in the development of personality (Ahadi, Rothbart, & Ye, 1993). A review of research literature on acculturation and our knowledge of Asian Indian culture led us to define the key factors affecting acculturation for Asian Indian Americans. The factors identified are: (1) socioeconomic and demographic characteristics, (2) personality traits, and (3) behavioral tendencies. This identification made it possible to examine the co-variation among the factors as well as each factor's unique contribution to acculturation, without implicitly assuming that all aspects are the same (isomorphic).

***Socioeconomic and demographic characteristics.*** Several researchers have examined the relationship between acculturation and socioeconomic and demographic characteristics such as religion, gender, age, education, income, and occupational status. Religious differences between host and home countries tend to lead to acculturative stress (Gidson, 2001). The research states that males tend to acculturate more rapidly than females (Baldassinni & Flaherty, 1982; Ghaffarian, 1987; Gidson, 2001). Younger immigrants tend

to acculturate faster than older immigrants (Penaloza, 1994; Sodowsky & Carey, 1988; Gidson, 2001). Immigrants with a higher level of education, occupational states, and income acculturated more than their lower counterparts (Goldlust & Richmond, 1974; Padilla, 1980; Gidson, 2001). In addition, two adaptive skills migration history (number of migrations in India) and language count (number of known Indian languages) were also assessed in this study.

*Migration history.* The ratio of migrating females to the total migrants varies inversely with the distance of migration, emphasizing the male domination of long-distance movements (Singh, 1998). The main reason behind such gender selectivity lies in the cause of migration: it is hypothesized that males migrate predominately for economic reasons, while females migrate for marriage (Smita & Chandna, 1992). Asian Indian women tend to be younger (age group 20-35) due to the marriage practices in India and they subsequently move to the husband's household (Singh, 1998). It may be suggested that the increase in Asian Indian women's educational participation is also creating an incentive for Asian Indian women to migrate to the U.S. Nag (2005) highlighted that those Asian Indian women who migrated to the U.S. prior to their marriage were more likely to participate in the labor force. The larger the number of times an Asian Indian woman has migrated, the larger the likelihood of her willingness to learn adaptive practices (Nag, 2005).

*Personality traits.* While acculturation is frequently discussed in studies on Asian Indians (Chandras, 1997; Lee, & Zane, 1998), personality, as an influencing factor has not been thoroughly examined. Asian Indian women in the United States may have personality

profiles that differ from the general United States population. Asian Indians, especially the first generation, tend primarily to have collectivistic values (Lee, & Zane, 1998). An attempt was made to understand the relationship between Personality traits and the acculturation strategies employed by Asian Indian women.

Numerous theories of personalities exist, and currently the principal theories of personality are trait theories (Wade, & Travis, 2005). Trait theories are based on the assumption that personality can be classified into distinct categories and can be measured.

Gillian and Raimy (1940) stated the following: “the theoretical necessity of studies of the individual in acculturation situations is implicit in the view that culture does not exist apart from human beings and that neither the individual personality structure nor the cultural configuration can be meaningfully understood except by reference to the other.” (p. 372) The importance of examining acculturation and personality has been discussed in research literature for many years. Gillian and Raimy stated that during the process of acculturation changes appear on three levels 1) physical materials found in the group’s culture, 2) social organization and participant interactions, and 3) personality organization and structure.

***Behavioral Tendencies.*** Change and continuity are two important themes of acculturation. Behavioral tendencies refer to the core phenomenon of acculturation, that of behavioral changes resulting from cultural contact. An individual’s behavior has a higher potential for change following an involvement with other cultures. In most cases the behavioral change is a transition involving both cultural shedding and culture learning. Immigrants change their way of dressing, what they eat and their daily living. The extent of change is directly related to the immigrant’s degree of cultural maintenance (Berry, 2003).

Past research has identified the following behavioral tendencies as effecting acculturation: music, food, clothing, entertainment, self-efficacy, social-support, socialization, and English proficiency.

*Outlook.* As the number of Asian Indian immigrants in the United States increases, the tendency for newcomers to continue and maintain a connection to their homeland also increases. There is an increased accessibility to their home cultural environment that helps immigrants feel connected to their culture. It provides them with an opportunity to be able to pass on their culture to the next generation (Jeffres, 2000). By staying connected to their homeland, immigrants continue to identify with their place of origin. They can maintain their language, cultural and religious practices, ethnic food, ethnic music, ethnic movies, ethnic clothing habits, and marry within their culture. Another important factor is access to ethnic media such as films, television, radio, newspapers, and magazines, which aids them further in maintaining their identity and culture (Mooney & Evans, 2007).

*Self-efficacy.* Self-efficacy contributes not only to the individual's psychological well being but also to their socio-cultural adjustment. Higher self-efficacy predicted better socio-cultural adjustment, work adjustment, and psychological adjustment (Hechanova-Alampay, Beehr, Christian, & Horn, 2002).

*Social support.* Due to the cultural values of a collectivistic society in India, social support satisfaction is critical to Asian Indian women who have difficulties adjusting to American culture. Developing social support groups around them helped them to cope with stress and promoted their mental wellbeing (Ward, & Rana-Deuba, 2000).

*Socialization with Americans.* Immigrants who had American friends showed less adjustment strain, adapted better to American culture, and performed better at work (Poyrazli, Arbona, Nora, McPherson, & Pisecco, 2002; Surdan & Collins, 1984). Immigrants who socialized only with other immigrants were more likely to have poorer social adjustment than those who had greater interaction with Americans (Poyrazli, et al., 2002, Surdan & Collins, 1984).

*English proficiency.* One of the consistent indicators of the Integration strategy is English language proficiency. Immigrants in the United States who were comfortable speaking English showed better psychological and socio-cultural adjustment, (Poyrazli, Arbona, Nora, McPherson, & Pisecco, 2002; Yang, Noels, & Sauumure, 2006). Ye (2005) reported that English skills were positively correlated with life satisfaction in the U.S. and negatively correlated with fear, perceived hatred, perceived discrimination, and cultural shock. English proficiency also facilitated more successful interpersonal relationships with Americans (Barratt & Huba, 1994).

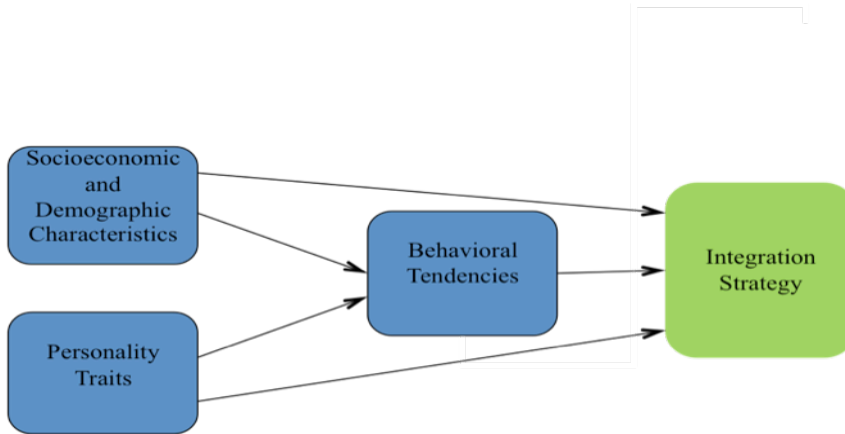
## **Methodology**

This chapter is divided into four sections: 1) conceptualization and hypothesis of the framework for data analysis; 2) measurement of variables: a) socioeconomic and demographic characteristics, b) personality traits, c) behavioral tendencies, and d) Integration strategy; 3) interaction of socioeconomic and demographic characteristics, personality traits, and behavioral tendencies with the Integration strategy.

**Conceptual Framework for Data Analysis.** The framework for data analysis consisted in identifying and measuring variables crucial in influencing the Integration strategy among Asian Indian women. The identified independent variables are: 1) socioeconomic and demographic characteristics, 2) personality traits, and 3) behavioral tendencies. While socioeconomic and demographic characteristics, and personality traits influence the Integration strategy, it is assumed that they also influence Integration strategy in the presence of behavioral tendencies. Past research has documented that socioeconomic and demographic characteristics influence behavioral tendencies, and that personality traits also influence behavioral tendencies. The influence of the variables among themselves and on the Integration strategy is modeled in Figure 3.1.



Figure 3.1 Conceptual Model and Framework for Analysis



**Hypothesis.** The following hypotheses will be tested in this chapter:

1. Socioeconomic and demographic characteristics affect the Integration strategy of Asian Indian women.
2. Personality traits affect the Integration strategy of Asian Indian women.
3. Behavioral tendencies affect the Integration strategy of Asian Indian women.
4. Socioeconomic and demographic characteristics affect the behavioral tendencies of Asian Indian women.
5. Personality traits affect the behavioral tendencies of Asian Indian women.
6. Socioeconomic and demographic characteristics affect the Integration strategy, in the presence of behavioral tendencies.
7. Personality traits affect the Integration strategy, in the presence of behavioral tendencies.

**Statistical Methods.** The dependent variable, Integration strategy, was measured by using two distinct methods: 1) derived-identification: by eliciting responses to the two principles in Berry's model and 2) self-identification: by direct identification by respondents regarding their perceived acculturation strategy (based on the title and definition of Berry's acculturation strategies). Among various multivariate techniques, logistic regression was selected for data analysis, as the dependent variables in the study were dichotomous. The independent variables in the study were:

- Socioeconomic and demographic variables like migration history, language count, education level, occupation, annual household income, and current age;
- Personality traits like Agency, Agreeableness, Conscientiousness, Extraversion, Neuroticism, Openness to Experience; and
- Behavioral tendencies like outlook (preference in entertainment, cultural orientation, lifestyle), self-efficacy, social support, socialization, and English proficiency.

Personality traits and behavioral tendencies were measured on a Likert scale. Each personality trait was measured with a set of attributes or factors (forming a factor-group), and each behavioral tendency was measured using a set of questions or factors (forming a factor-group). The scores of each of the factors (of each respondent in the sample) were summed up to form an index for the respective factor-group; this ensured that most of the data available were used in the analysis. These indices (summed scores) were further reclassified into two categories using the factor-group's median value (based on the total scores of all the respondents) as the cut off point: Scores below the median indicated a lower presence of a

particular personality trait or behavioral tendency, and scores above the median indicated a higher presence of a particular the personality trait or behavioral tendency.

Cronbach alpha is a measure of internal consistency, used to determine the relation and reliability between the various factors measuring personality traits, and behavioral tendencies. The factors under each of the personality traits and behavioral tendency variables were tested for uni-dimensionality using Cronbach alpha and factor analysis. The factor-group for each of the variables is considered to measure the same phenomenon if its Cronbach alpha was greater than 0.7.

Further factor analysis was carried out to check if each factor-group (for personality traits and behavioral tendencies) had a unique factor with a large eigenvalue, which accounted for the most variance among the factors. The eigenvalue for a given factor measures the variance in all the factors of a given variable, which is accounted for by that factor. If a factor has a relatively low eigenvalue among the factor-groups, then it is seen as contributing little to the explanation of variation in the factor-group and maybe ignored as being redundant. The percentage of variation for each factor is the amount of variation among the factor-group explained by the factor's eigenvalue. The unique factor (the factor with a largest eigenvalue among a factor-group), which is generated by the factor analysis model for each factor-group, was verified for standard normal distribution, with a mean of zero and a variance of one.

Logistic regression analysis was used identifying the statistically significant variables influencing Integration strategy. While discussing the results the odds ratio was used. The odds ratio (measure of the strength of association between the binary values) is calculated to

explain the ratio of the odds of the Integration strategy occurring in the reference category to the odds of it occurring in another category. The asterisks (\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$ ) denote statistically significant differences in the odds ratio between the two categories of independent variables are present in the logistic regression tables.

**Measurement of Variables.** Researchers in anthropology, psychology, and sociology have noted the significance of socioeconomic and demographic characteristics, cultural influences, socialization patterns, and social values in the development of personality (Ahadi, Rothbart, & Ye, 1993). A review of research on the Integration strategy and our knowledge of Asian Indian culture led us to identify the following variables: 1) socioeconomic and demographic characteristics, 2) personality traits, and 3) behavioral tendencies. This identification will later make it possible to examine the co-variation among the variables, as well as each variable's unique contribution to the Integration strategy without implicitly assuming that all aspects are the same.

The following sections describe how each of the variables was measured, grouped into categories, their Cronbach alpha values, and their unique factor values. The measurement of all the independent and dependent variables are presented in Table 3.1. Tables 3.3 and 3.4 show each independent variable used in the data analysis, along with its frequency, percentage, Cronbach alpha, eigenvalue, and percentage of variation explained.

***Socioeconomic and demographic characteristics.*** The measurement the socioeconomic and demographic characteristics are presented in Table 3.1. The characteristics considered for analysis were: migration history within India, language count, education level, occupation, annual household income, and current age.

*Migration history.* By asking respondents to list the cities and countries where they had lived continuously for at least one year, prior to moving to the United States, it was possible to identify respondents with some migration history. Respondents could list a maximum of four cities and countries in their migration history. Those respondents who listed one or more cities and countries were identified as migrant and those who listed zero, indicating no moves, were identified as non-migrant. A dummy variable, *migration history*, was created where 1 = migrant and 0 = non-migrant.

*Language count.* By asking respondents how many Indian languages they were able to speak, read and/or write, it was possible to identify respondent's language count. Language count was categorized into those who knew one Indian language and those who knew more than one Indian language. A dummy variable, *language count*, was created where 1 = more than one and 0 = one.

*Education level.* The education level was assessed by asking respondents to indicate their level of completed education ranging from high school to Ph.D. Education level was categorized into those with a highest education level of undergraduate and those with a highest education level of postgraduate degree. A dummy variable, *education level*, was created where 1 = postgraduate and 0 = undergraduate.

*Occupation.* By asking respondents if they currently were engaged in the following roles and activities, student, employed, housewives, and volunteers, it was possible to identify respondent's occupation. Occupation was categorized into those who were only students and/or employed and those who were only housewife. Those who answered they volunteered were all housewives. A dummy variable, *occupation*, was created where 1 = student/employed = 1 and 0 = housewife.

*Annual household income.* By asking respondents to indicate the best representation of their total household income in US dollars ranging from below \$20,000 to above \$100,000, it was possible to identify respondent's annual household income. Annual household income was categorized into those who had an income below \$60,000 and those who had an income of \$60,000 and above. A dummy variable, *annual household income*, was created where 1 = \$60,000+ and 0 = <\$60,000.

*Current age.* By asking respondents to state their current age, it was possible to identify respondent's current age. The age ranged from 18 to 50 years old. A dummy variable, *current age*, was created where 1 = 30+ and 0 = <30.

***Personality traits.*** The measurement of the personality traits is presented in Table 3.1. To measure the personality of Asian Indian women, the Midlife Development Inventory (MIDI) is used. The MIDI was formed by Lachman & Weaver (1997). The MIDI includes six-personality traits: Agency, Agreeableness, Conscientiousness, Extraversion, Neuroticism, and Openness to Experience. Data were collected on these six personality traits by using the self-rating of respondents on 30 personality adjectives, which were measured on a four-point

scale. The Cronbach alpha for each of the six personality traits was as follows: Agency 0.79, Agreeableness 0.80, Conscientiousness 0.58, Extraversion 0.78, Neuroticism 0.74; and Openness to Experience 0.77.

The following were the response options for each statement: 1 = a lot, 2 = some, 3 = a little, and 4 = not at all. While scoring, according to the scoring key for MIDI personality trait scales, all the adjectives were reverse scored except for “calm” and “careless.” A higher scale value indicated a greater endorsement of the personality trait.

*Agency.* It is a trait where a person is self-confident and is not afraid to voice their opinions and stand up for what they believe. Personality trait Agency was measured by five questions on a 4-point Likert scale. Respondents were asked to indicate how well the following five adjectives described them: self-confident, forceful, assertive, outspoken, and dominant. The responses ranged on a Likert scale from 1 = a lot, 2 = some, 3 = a little, and 4 = not at all. The composite score was an index resulting from summing the responses for each of the Agency indicators. Therefore, the personality trait Agency index can range from 5 to 20, where a score of 5 implies a low presence of the personality trait Agency and a score of 20 indicates a high presence of the personality trait Agency. The index was further divided into two categories, namely low (presence of the personality trait Agency) and high (presence of the personality trait Agency) using the median value of the indices of all the respondents as the cut off point. A dummy variable, Agency, was created where 1 = high and 0 = low.

*Agreeableness.* It is a trait that shows a person’s tendency to be pleasant and accommodating in social situations. A person is empathetic, considerate, friendly, generous,

and helpful. Personality trait Agreeableness was measured by five questions on a 4-point Likert scale. Respondents were asked to indicate how well the following five adjectives described them: helpful, warm, caring, softhearted, and sympathetic. The responses ranged on a Likert scale from 1 = a lot, 2 = some, 3 = a little, and 4 = not at all. The composite score was an index resulting from summing the responses for each of the Agreeableness indicators. Therefore, the personality trait Agreeableness index can range from 5 to 20, where a score of 5 implies a low presence of the personality trait Agreeableness and a score of 20 indicates a high presence of the personality trait Agreeableness. The index was further divided into two categories, namely low (presence of the personality trait Agreeableness) and high (presence of the personality trait Agreeableness) using the median value of the indices of all the respondents as the cut off point. A dummy variable, Agreeableness, was created where 1 = high and 0 = low.

*Conscientiousness.* It is a trait of being painstaking and careful, or the quality of acting according to the dictates of one's conscience. It includes such elements as self-discipline, carefulness, thoroughness, organization, deliberation (the tendency to think carefully before acting), and the need for achievement. Conscientious individuals are generally hard working and reliable. Personality trait Conscientiousness was measured by four questions on a 4-point Likert scale. Respondents were asked to indicate how well the following four adjectives described them: organized, responsible, hardworking, and careless. The responses ranged on a Likert scale from 1 = a lot, 2 = some, 3 = a little, and 4 = not at all. The composite score was an index resulting from summing the responses for each of the Conscientiousness indicators. Therefore, the personality trait Conscientiousness index can



range from 4 to 16, where a score of 4 implies a low presence of the personality trait Conscientiousness and a score of 16 indicates a high presence of the personality trait Conscientiousness. The index was further divided into two categories, namely low (presence of the personality trait Conscientiousness) and high (presence of the personality trait Conscientiousness) using the median value of the indices of all the respondents as the cut off point. A dummy variable, Conscientiousness, was created where 1 = high and 0 = low.

*Extraversion.* It is a trait where a person tends to be sociable, assertive, and interested in seeking out excitement. Introverts, in contrast, tend to be more reserved, less outgoing, and less sociable. Introverts are not necessarily loners but they tend to be satisfied with having fewer friends. Introversion does not describe social discomfort but rather social preference: an introvert may not be shy but may merely prefer less social activities. Ambiversion is a balance of extrovert and introvert characteristics. Personality trait Extraversion was measured by five questions on a 4-point Likert scale. Respondents were asked to indicate how well the following five adjectives described them: outgoing, friendly, lively, active, and talkative. The responses ranged on a Likert scale from 1 = a lot, 2 = some, 3 = a little, and 4 = not at all. The composite score was an index resulting from summing the responses for each of the Extraversion indicators. Therefore, the personality trait Extraversion index can range from 5 to 20, where a score of 5 implies a low presence of the personality trait Extraversion and a score of 20 indicates a high presence of the personality trait Extraversion. The index was further divided into two categories, namely low (presence of the personality trait Extraversion) and high (presence of the personality trait Extraversion) using the median

value of the indices of all the respondents as the cut off point. A dummy variable, Extraversion, was created where 1 = high and 0 = low.

*Neuroticism.* It is an enduring tendency to experience negative emotional states. A person who scores high on Neuroticism is more likely than the average person to experience such feelings as anxiety, anger, guilt and depression. They respond poorly to environmental stress, and are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. They are often self-conscious and shy. Personality trait Neuroticism was measured by four questions on a 4-point Likert scale. Respondents were asked to indicate how well the following four adjectives described them: moody, worrying, nervous, and clam. The responses ranged on a Likert scale from 1 = a lot, 2 = some, 3 = a little, and 4 = not at all. The composite score was an index resulting from summing the responses for each of the Neuroticism indicators. Therefore, the personality trait Neuroticism index can range from 4 to 16, where a score of 4 implies a low presence of the personality trait Neuroticism and a score of 16 indicates a high presence of the personality trait Neuroticism. The index was further divided into two categories, namely low (presence of the personality trait Neuroticism) and high (presence of the personality trait Neuroticism) using the median value of the indices of all the respondents as the cut off point. A dummy variable, Neuroticisms, was created where 1 = high and 0 = low.

*Openness to Experience.* It is a trait where a person shows tolerance for diversity and, as a consequence, is generally more open to different cultures and lifestyles. They are inclined to try new activities, visit new places, and try new foods. They show a readiness to

re-examine traditions, social, religious, and political values. The personality trait Openness to Experience was measured by seven questions on a 4-point Likert scale. Respondents were asked to indicate how well the following seven adjectives described them: creative, imaginative, intelligent, curious, broadminded, sophisticated, and adventurous. The responses ranged on a Likert scale from 1 = a lot, 2 = some, 3 = a little, and 4 = not at all. The composite score was an index resulting from summing the responses for each of the Openness to Experience indicators. Therefore, the personality trait Openness to Experience index can range from 7 to 28, where a score of 4 implies a low presence of the personality trait Openness to Experience and a score of 16 indicates a high presence of the personality trait Openness to Experience. The index was further divided into two categories, namely low (presence of the personality trait Openness to Experience) and high (presence of the personality trait Openness to Experience) using the median value of the indices of all the respondents as the cut off point. A dummy variable, Openness to Experience, was created where 1 = high and 0 = low.

Table 3.1, shows the range of scores, measures and median values of the personality traits. In Table 3.3 also shows the frequency distribution, Cronbach alpha and the results of factor analysis for personality traits. From the table it is observed that the Cronbach alpha was below 0.7 for personality traits like Neuroticism, Conscientiousness, and Agency.

***Behavioral tendencies.*** Data were collected on eight behavioral tendencies using the self-rating of respondents on 32 behavioral tendency questions. The 32 behavioral tendency questions were scored on a 4-point and 5-point Likert scale. These behavioral tendency questions were grouped into eight behavioral tendency variables: outlook, self-efficacy,

social support, socialization, and English proficiency. Table 3.1, shows the range of scores, measures and median values of the behavioral tendency. In table 3.4, shows the frequency distribution, Cronbach alpha and the results of factor analysis for behavioral tendencies. The following are the eight behavioral tendency variables and their descriptions:

*Outlook.* Outlook was derived from three sets of behavioral tendency variables, preference in entertainment (music, movies, and food), cultural orientation (association with cultural group, family and marital values, and female roles), and lifestyle (work ethics, clothing, and recreation), using 11 questions. These three sets of questions were measured on a 5-point Likert scale.

Preference in entertainment (music, movies, and food) was measured by three questions on a 5-point Likert scale. Respondents were asked to rate their preference in the following three entertainments: music, movies, and food. The following were the response options for each statement: 1= exclusively Indian, 2 = mostly Indian, 3 = equally Indian and American, 4 = mostly American, and 5 = only American. The composite score was an index resulting from summing the responses for each of the preferences in entertainment indicators. Therefore, the preference in entertainment index can range from 3 to 15, where a score of 3 implies a preference for Indian entertainment and a score of 15 indicates a preference for American entertainment. The index was further divided into two categories, namely low (preference for Indian entertainment) and high (preference for American entertainment) using the median value of the indices of all the respondents as the cut off point. A dummy variable, entertainment, was created where 1 = high and 0 = low.

Cultural orientation (association with cultural group, family and marital values, and female roles) was measured by five questions on a 5-point Likert scale. Respondents were asked to rate their preference in the following five cultural orientations: association with cultural group, cultural orientation, family values, marital values, female roles and values (wife, mother, daughter, sister). The following were the response options for each statement: 1= exclusively Indian, 2 = mostly Indian, 3 = equally Indian and American, 4 = mostly American, and 5 = only American. The composite score was an index resulting from summing the responses of each of the cultural orientation indicators. Therefore, the cultural orientation index can range from 5 to 25, where a score of 5 implies Indian cultural orientation and a score of 25 indicates American cultural orientation. The index was further divided into two categories, namely low (Indian cultural orientation) and high (American cultural orientation) using the median value of the indices of all the respondents as the cut off point. A dummy variable, cultural orientation, was created where 1 = high and 0 = low.

Lifestyle (work ethics, clothing, and recreation) was measured by three questions on a 5-point Likert scale. Respondents were asked to rate their preference in the following three lifestyle measures: work ethics, clothing, and recreation. The following were the response options for each statement: 1= exclusively Indian, 2 = mostly Indian, 3 = equally Indian and American, 4 = mostly American, and 5 = only American. The composite score was an index resulting from summing the responses of each of the lifestyle indicators. Therefore, the lifestyle index can range from 3 to 15, where a score of 3 implies an Indian lifestyle and a score of 25 indicates an American lifestyle. The index was further divided into two categories, namely low (preference for Indian lifestyle) and high (preference for American

lifestyle) using the median value of the indices of all the respondents as the cut off point. A dummy variable, lifestyle, was created where 1 = high and 0 = low.

*Self-efficacy.* To measure self-efficacy, the study adapted questions and scales from the General Self- Efficacy Scale (GSS) to suit Asian Indian women. The GSS was developed by Jerusalem and Schwarzer (1995) in German and later translated into other languages by various co-authors based on the German and English versions of the scales. An English version of GSS was developed in 1996 by the original authors. The GSS was designed to assess a general sense of perceived self-efficacy to predict coping with daily hassles as well as adaptation after undergoing stressful experiences. The GSS consists of 10 items reflecting the perceived optimistic self-belief of respondents. Jerusalem and Schwarzer (1995) reported that in the samples from 23 nations, Cronbach's alpha ranged from .76 to .90 with the majority in the high .80s.

Respondents were asked six questions to identify their self-efficacy, which was measured on a 4-point Likert scale. The following were the six questions asked: 1) I can accomplish my goals in the face of opposition, 2) It is easy for me to stick to my aims and accomplish my goals, 3) I am confident that I can deal efficiently with unexpected events. 4) I am resourceful and know how to handle unforeseen situations, 5) I can remain calm when facing difficulties because I can rely on my coping abilities, and 6) When I am confronted with a problem, I can usually find several solutions. The following were the response options for each statement: 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. The composite score was an index resulting from summing the responses of each of the self-efficacy indicators. Therefore, the self-efficacy index can range from 6 to 24, where a score

of 6 implies a low level of self-efficacy and a score of 24 indicates a high level of self-efficacy. The index was further divided into two categories, namely low and high using the median value of the indices of all the respondents as the cut off point. A dummy variable, self-efficacy, was created where 1 = high and 0 = low.

*Social support.* To measure social support the Social Support Questionnaire was adapted from the SSQ Form (Sarason, Shearin, & Pece, 1987). Both the questions and scales were adapted from the satisfaction subscale to suit Asian Indian women. The reported Cronbach alpha for satisfaction of social support subscale only, ranges from 0.90 to 0.94 (Ye, 2006). The most recent use of the SSQ-Form measure was by Lee (2008) where Social support was used as one of the variables to measure acculturation stress among East Asian International students.

Respondents were asked three questions to identify their social support satisfaction in the U.S., which were measured on a 4-point Likert scale. Respondents were required to answer the following three questions: 1) I have dependable people in America (not necessarily Americans), when I need help, 2) I have people in America (not necessarily Americans), who accept me without any judgment, and 3) I have people to comfort me in America (not necessarily Americans). The following were the response options for each statement: 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. The composite score is an index resulting from summing the responses of each of the social support indicators. Therefore, the social support index can range from 3 to 12, where a score of 3 implies a low level of social support and a score of 12 indicates a high level of social support. The index was further divided into two categories, namely low and high using the

median value of the indices of all the respondents as the cut off point. A dummy variable, social support, was created where 1 = high and 0 = low.

*Socialization and ability to interact with Americans.* Socialization with Americans was measured by four questions; respondents were asked to identify their association with other Americans. The following four questions were asked: 1) Association with friends of the same ethnic origin, 2) I participate in community activities not related to the Indian community, 3) I socialize with American friends, and 4) I confide in American friends about my personal matters. The following were the response options for each statement: 1 = never, 2 = rarely, 3 = often, 4 = usually, and 5 = always. The composite score is an index resulting from summing the responses of each of the socialization with Americans indicators. The composite index can range from 4 to 20, where a score of 4 implies a low level of socialization with Americans and a score of 20 indicates a high level of socialization with Americans. The index was further divided into two categories, namely low and high using the median value of the indices of all the respondents as the cut off point. A dummy variable, socialization with Americans, was created where 1 = high and 0 = low.

*The ability to deal with Americans.* The ability to deal with Americans was measured by four questions; respondents were asked to identify their ability to deal with Americans on a 4-point Likert scale. Respondents were asked the following four questions: 1) I find understanding the American value system, 2) I find conveying my thoughts to Americans effectively 3) I find participating in social events with Americans, and 4) I find communicating with people of different ethnic groups. The following were the response



options for each statement: 1 = extremely difficult, 2 = difficult, 3 = somewhat difficult, and 4 = not difficult. The composite score is an index resulting from summing the responses of each of the indicators of ability to deal with Americans. The composite index can range from 4 to 16, where a score of 4 implies a low level of ability to deal with Americans and a score of 16 indicates a high level of ability to deal with Americans. The index was further divided into two categories, namely low and high using the median value of the indices of all the respondents as the cut off point. A dummy variable, ability to deal with Americans, was created where 1 = high and 0 = low.

*English proficiency.* English proficiency was measured by four questions where respondents were asked to identify their proficiency in the English language, as spoken in the United States. The following were the four questions asked to the respondents: 1) My ability to understand spoken American English, 2) My ability to speak American English, 3) My ability to read American English, and 4) My ability to write American English. English proficiency was assessed on a 4-point Likert scale where the response options were: 1 = very poor, 2 = poor, 3 = good, and 4 = extremely Good. The composite score was an index resulting from summing the responses of each of the language proficiency indicators. Therefore, the language proficiency index can range from 4 to 16, where a score of 4 implies low English proficiency and a score of 16 indicates high English proficiency. The index was further divided into two categories, namely low and high using the median value of the indices of all the respondents as the cut off point. A dummy variable, English proficiency, was created where 1 = high and 0 = low.

The factors for each of the behavioral tendency variables were tested for unidimensionality and reliability using the Cronbach alpha and factor analysis, which are presented in Table 3.1. From the Table, it is observed that the Cronbach alpha is less than 0.7 for behavioral tendency variables such as preference in entertainment and lifestyle.

***Measurement of acculturation.*** An attempt was made to measure Asian Indian women's acculturation and classify it into one of the 4 strategies of acculturation, as defined by Berry's concept. Two distinct measures were employed to classify the respondents into one of Berry's acculturation strategies derived-identification and self-identification. Table 3.1 shows the measurement of acculturation strategies.

***Derived-identification.*** Eliciting responses to the two principles in Berry's model: 1) Do you consider it to be of value to maintain your Indian identity and characteristics? (Cultural Maintenance), and 2) Do you consider it to be of value to maintain relationships with the American society? (Contact-Participation). The following were the response options for each statement "yes" and "no". Based on the answers to these questions, if an individual answered, "yes" to both question, they were categorized as "integrated." If an individual answered, "yes" to the first question and "no" to the second, they were categorized as "separated". If an individual answered "no" to the first question and "yes" to the second question, they were categorized as "assimilated." And, if an individual answered "no" to both questions, they were categorized as "marginalized." A dummy variable, *derived Integration strategy*, was created where 1 = Integrated and 0 = all other strategies.

*Self-identification.* Directly identified by respondents regarding their perceived acculturation strategy (based on the title and definition of Berry's acculturation strategies). Respondents were asked to evaluate their level of adjustment to life in the United States and select the choice that best describes your situation. A dummy variable, *self-identified Integration strategy*, was created where 1 = Integrated and 0 = all other strategies. The following four were the acculturation strategy choices.

- Integrated – I wish to not only maintain my ethnic identity with Indian culture, but also wish to incorporate some characteristics of the American culture into my life.
- Assimilated – I do not wish to maintain my ethnic identity with Indian culture, but would rather adopt characteristics of the American culture.
- Separated – I wish to separate myself from the American culture and want only to identify with the Indian culture.
- Marginalized – I do not wish to identify with either the Indian culture or the American culture: therefore identify with none of the cultures.

The frequency distribution of acculturation strategies is presented in Table 3.5. From the Table, it can be observed that a large number of respondents were Integrated, either as derived from Berry's concept or as self-identified. The remaining three acculturation strategies, Assimilated, Separated, and Marginalized had a small number of cases. Hence, the focus of analysis in this study is on the Integration strategy.

It can be seen from Table 3.5 that the percentage of respondents who belonged to Integration strategy, according to derived-identification was 94.3, and according to self-identification was 83.3

*Table 3.1*

*Measurement of Variables- Independent Variables and Dependent Variables.*

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Independent variables	
Socioeconomic and demographic characteristics:	
Whether respondents have a history of migration	
• Migration History	(1= Migrant, 0= Non-migrant)
How many Indian languages a respondent could speak, read, and write	
• Language Count	(1= More than one, 0 = One)
The level of completed education of respondents	
• Education Level	(1= <Postgraduate, 0 = >Undergraduate)
Whether respondents were engaged in roles such as student and/or employed, housewife	
• Occupation	(1= Student/employed, 0 = Housewife)
Respondent's estimate of their annual household income	
• Annual household income	(1= \$60,000+, 0 = <\$60,000)
Current age of respondent	
Age	(18- 50 years)
• Current Age	(1= 30+ years, 0 = <30 years)

---

Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued).*

Independent Variables	
Personality Traits:	
Agency- Sum of following 5 indicators	(1 = High, 0 = Low)
(Cut off point = Median value = 14)	
Low	(5 to 13)
High	(14 to 20)
• Self- confident	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Forceful	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Assertive	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Outspoken	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Dominant	(1= A lot, 2 = Some, 3= A little, 4= Not at all)

Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued).*

Independent Variables	
Personality Traits:	
Agreeableness- Sum of following 5 indicators	(1 = High, 0 = Low)
(Cut off point = Median value = 17)	
Low	(5 to 16)
High	(17 to 20)
• Helpful	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Warm	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Caring	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Softhearted	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Sympathetic	(1= A lot, 2 = Some, 3= A little, 4= Not at all)

Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued).*

Independent Variables	
Personality Traits:	
Conscientiousness- Sum of following 4 indicators	(1 = High, 0 = Low)
(Cut off point = Median value = 13)	
Low	(4 to 12)
High	(13 to 20)
• Organized	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Responsible	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Hardworking	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Careless	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
Extraversion- Sum of following 5 indicators	(1 = High, 0 = Low)
(Cut off point = Median value = 16)	
Low	(5 to 15)
High	(16 to 20)
• Outgoing	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Friendly	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Lively	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Active	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Talkative	(1= A lot, 2 = Some, 3= A little, 4= Not at all)

Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued).*

Independent Variables	
Personality Traits:	
Neuroticism- Sum of following 4 indicators	(1 = High, 0 = Low).
(Cut off point = Median value = 10)	
Low	(4 to 9)
High	(10 to 16)
• Moody	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Worrying	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Nervous	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Calm	(1= A lot, 2 = Some, 3= A little, 4= Not at all)



Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued).*

Independent Variables	
Personality Traits:	
Openness to Experience- Sum of following 7 indicators	(1 = High, 0 = Low)
(Cut off point = Median value = 23)	
Low	(7 to 22)
High	(23 to 30)
• Creative	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Imaginative	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Intelligent	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Curious	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Broadminded	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Sophisticated	(1= A lot, 2 = Some, 3= A little, 4= Not at all)
• Adventurous	(1= A lot, 2 = Some, 3= A little, 4= Not at all)

Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued)*

Independent Variables	
Behavioral Tendency:	
Entertainment- Sum of the following 3 indicators	(1 = High, 0 = Low)
(Cut off point = Median value = 8)	
Low	(3 to 7)
High	(8 to 15)
<ul style="list-style-type: none"> <li>• Preference in music</li> <li>• Preference in movies</li> <li>• Preference in food</li> </ul>	
Likert Scale: 1= Exclusively Indian, 2= Mostly Indian, 3= Equally Indian and American, 4= Mostly American, 5= Exclusively American	

Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued).*

Independent Variables	
Behavioral Tendency:	
Cultural Orientation- Sum of the following 3 indicators	(1 = High, 0 = Low)
(Cut off point = Median value = 8)	
Low	(5 to 7)
High	(8 to 25)
<ul style="list-style-type: none"> <li>• Preference in association with cultural group</li> <li>• Preference in family values</li> <li>• Preference in marital values</li> <li>• Preference in female roles and values</li> <li>• Preference in cultural orientation</li> </ul>	
Likert Scale: 1= Exclusively Indian, 2= Mostly Indian, 3= Equally Indian and American, 4= Mostly American, 5= Exclusively American	

Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued).*

Independent Variables	
Behavioral Tendency:	
Lifestyle- Sum of the following 3 indicators	(1 = High, 0 = Low)
(Cut off point = Median value = 8)	
Low	(3 to 7)
High	(8 to 15)
<ul style="list-style-type: none"> <li>• Preference in work ethics,</li> <li>• Preference in clothing</li> <li>• Preference in recreational activates</li> </ul>	
Likert Scale: 1= Exclusively Indian, 2= Mostly Indian, 3= Equally Indian and	
American, 4= Mostly American, 5= Exclusively American	

Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued).*

Independent Variables	
Behavioral Tendency:	
Self-efficacy- Sum of the following 6 indicators	(1 = High, 0 = Low)
(Cut off point = Median value = 17)	
Low	(6 to 16)
High	(17 to 24)
<ul style="list-style-type: none"> <li>• I can accomplish my goals in the face of opposition.</li> <li>• It is easy for me to stick to my aims and accomplish my goals.</li> <li>• I am confident that I can deal efficiently with unexpected events.</li> <li>• I am resourceful and know how to handle unforeseen situation.</li> <li>• I can remain calm when facing difficulties because I can rely on my coping abilities.</li> <li>• When I am confronted with a problem, I can usually find several solutions.</li> </ul>	
Likert Scale: 1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly Agree	

Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued).*

Independent Variables	
Behavioral Tendency:	
Social Support- Sum of the following 3 indicators	(1 = High, 0 = Low)
(Cut off point = Median value = 9)	
Low	(3 to 8)
High	(9 to 12)
<ul style="list-style-type: none"> <li>• I have dependable people in America (not necessarily Americans), when I need help.</li> <li>• I have people in America (not necessarily Americans), who accept me without any judgment.</li> <li>• I have people to comfort me in America (not necessarily Americans).</li> </ul>	
Likert Scale: 1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly Agree	

Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued).*

Independent Variables	
Behavioral Tendency:	
Socialization with Americans- Sum of the following 4 indicators	(1 = High, 0 = Low)
(Cut off point = Median value = 8)	
Low	(4 to 7)
High	(8 to 20)
<ul style="list-style-type: none"> <li>• I associated with friends of the same ethnic origin.</li> <li>• I participate in community activities not related to the Indian community</li> <li>• I socialize with Americans friends</li> <li>• I confide in American friends about my personal matters.</li> </ul>	
Likert Scale: 1= Never, 2= Rarely, 3= Often, 4= Usually, 5= Always	

Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued).*

Independent Variables	
Behavioral Tendency:	
Ability to deal with Americans- Sum of the following 4 indicators (1 = High, 0 = Low)	
(Cut off point = Median value = 14)	
Low	(4 to 13)
High	(14 to 16)
<ul style="list-style-type: none"> <li>• I find understanding American values system</li> <li>• I find conveying my thoughts to Americans effectively</li> <li>• I find participating in social events with Americans</li> <li>• I find communicating with people of different ethnic groups.</li> </ul>	
Likert Scale: 1= Extremely difficult, 2= Difficult, 3= Somewhat difficult, 4= Not difficult	



Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued).*

Independent Variables	
Behavioral Tendency:	
English proficiency - Sum of the following 4 indicators	(1 = High, 0 = Low)
(Cut off point = Median value = 13)	
Low	(4 to 12)
High	(13 to 16)
<ul style="list-style-type: none"> <li>• My ability to understand spoken American English</li> <li>• My ability to understand speak American English</li> <li>• My ability to read American English</li> <li>• My ability to write American English</li> </ul>	
Likert Scale: 1= Very poor, 2= Poor, 3= Good, 4= Very good	

Table 3.1

*Summary of Variables- Independent Variables and Dependent Variables (Continued.)*

Dependent Variables	
Derived Acculturation Strategy	
<ul style="list-style-type: none"> <li>Do you consider it to be of value to maintain your Indian identity and characteristics?</li> </ul>	(1= Yes, 0 = No)
<ul style="list-style-type: none"> <li>Do you consider it to be of value to maintain relationships with the American society?</li> </ul>	(1= Yes, 0= No)
Self-identified Acculturation Strategy	
<ul style="list-style-type: none"> <li>Integrated- I wish to not only maintain my ethnic identity with Indian culture, but also wish to incorporate some characteristic of the American culture into my life.</li> <li>Assimilated- I do not wish to maintain my ethnic identity with Indian culture, but also wish to incorporate some characteristics of the American culture into my life.</li> <li>Separated- I wish to separate myself from the American culture and want only to identify with the Indian culture.</li> <li>Marginalized- I do not wish to identify with either the Indian culture or the American culture: therefore identify with none of the cultures.</li> </ul>	
Responses	(1= Yes, 0= No)

Table 3.2

*Summary of Socioeconomic and Demographic Characteristics- Frequencies and Percentage.*

Variables	Categories and Measure	N	%
Migration history	Migrant =1	298	66.8
	Non-migrant = 0	148	33.2
Language count	More than one = 1	165	37.0
	One = 0	281	63.0
Educational level	Postgraduate = 1	171	38.4
	Undergraduate = 0	274	61.6
Occupation	Student/employed =1	186	41.80
	Housewife = 0	259	58.20
Annual household income	\$60,000+ = 1	90	20.5
	<\$60,000 = 0	349	79.5
Current age	30+ years = 1	262	59.0
	<30 years = 0	182	41.0

Table 3.3

*Summary of Personality Variables- Frequencies, Percentages, Cronbach Alpha, Eigen Value, and Percent Variation Explained.*

Variables	Categories	N 449	%	Alpha	Eigen Value	Percent Variation
Agency	5 to 13	146	32.9	0.6306	2.031	40.611
	14 to 20	298	67.1			
Agreeableness	5 to 16	104	23.4	0.7098	2.338	46.768
	17 to 20	341	76.6			
Conscientiousness	4 to 12	160	36.0	0.5387	1.743	43.571
	13 to 20	285	64.0			
Extraversion	5 to 15	132	29.7	0.7532	2.591	51.822
	16 to 20	313	70.3			
Neuroticism	4 to 9	183	41.4	0.5317	1.780	44.489
	10 to 16	259	58.6			
Openness to	7 to 22	210	47.5	0.6959	2.544	36.346
Experience	23 to 30	232	52.5			

Table 3.4

*Summary of Behavioral Tendency Variables - Frequencies, Percentage Cronbach Alpha, Eigen Value, and Percent Variation Explained.*

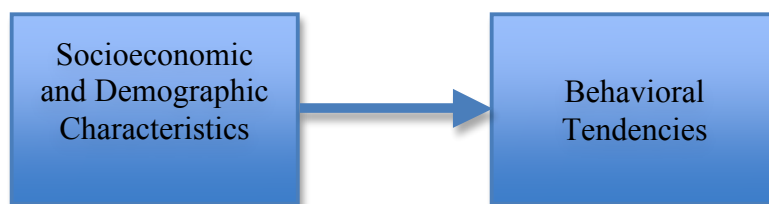
Variables	Categories	N=449	%	Alpha	Eigen Value	Percent Variation
Behavioral Tendency						
Entertainment	3 to 7	148	33.0	0.6435	1.760	58.6527
	8 to 15	300	67.0			
Cultural Orientation	5 to 7	142	31.6	0.7332	2.641	52.826
	8 to 25	307	68.4			
Lifestyle	3 to 7	131	29.4	0.6010	1.659	56.509
	8 to 15	315	70.6			
Self-efficacy	6 to 16	106	23.9	0.8183	3.192	53.203
	17 to 24	338	76.1			
Social Support	3 to 8	105	23.5	0.8821	2.428	80.939
	9 to 12	342	76.5			
Socialization with Americans	4 to 7	136	30.3	0.7722	2.392	59.793
	8 to 20	313	69.7			
Ability to Deal With Americans	4 to 13	156	34.8	0.7537	2.309	57.728
	14 to 16	292	65.2			
English proficiency	4 to 12	145	32.5	0.8366	2.724	68.106
	13 to 16	301	67.5			

Table 3.5

*Summary of Dependent Variable - Acculturation Strategies.*

Variables	Categories	N=449
Derived Acculturation Strategy	Assimilated	9
• Cultural Maintenance	Integration	423
• Contact-Participation	Separated	15
	Marginalized	2
Derived Integration strategy	1 = Integrated	0 = others
Self-identified Acculturation Strategy:	Assimilated	7
• Integrated	Integration	374
• Assimilated	Separated	10
• Separated	Marginalized	6
• Marginalized	Mixed	52
	strategies	
Self-identified Integration strategy	1 = Integrated	0 = others

## Effects of Socioeconomic and Demographic Characteristics on Behavioral Tendencies.



Socioeconomic and demographic characteristics are major agents of behavioral and attitudinal change in an individual (Das & Kemp, 1997). Therefore, the interaction between socioeconomic and demographic characteristics, and behavioral tendencies were analyzed using the logistic regression model. In the model, socioeconomic and demographic characteristics were considered independent variables and each of the behavioral tendencies a dependent variable. The behavioral tendencies were considered dichotomous, and a low score was treated as the reference category in the logistic regression model.

**Hypothesis.** It is hypothesized that socioeconomic and demographic characteristics will influence the behavior of a person. It is assumed that the respondents who had a migration history, knew more than one Indian language, were graduates, were students or employed, had an annual household income greater than \$60,000 and were aged above 30 years would score high on behavioral tendencies.

**Logistic regression results.** The logistic regression results for behavioral tendencies are presented in Tables 3.6 to 3.13. Respondents who were students or employed compared

to housewives scored high on the following behavioral tendencies: self-efficacy, social support, socialization with Americans, ability to interact with Americans, and English proficiency. Students or employed were more likely to score 1.8 times higher on self-efficacy than housewives ( $e^{\beta}=1.783$ ,  $p<0.05$ ). The percentage of respondents who scored high on self-efficacy was 80.9% among students or employed compared to 69.5% among housewives (Table 3.9). Students or employed were more likely to score 2.1 times higher on social support than housewives ( $e^{\beta}=2.079$ ,  $p<0.001$ ). The percentage of respondents who scored high on social support was 82.7% among students or employed compared to 68.2% among housewives (Table 3.10). Students or employed were more likely to score 3.2 times higher on socialization with Americans than housewives ( $e^{\beta}=3.222$ ,  $p<0.001$ ). The percentage of respondents who scored high on socialization with Americans was 80.8% among students or employed compared to 53.6% among housewives (Table 3.11). Students or employed were more likely to score 1.8 times higher on the ability to deal with Americans than housewives ( $e^{\beta}=1.764$ ,  $p<0.001$ ). The percentage of respondents who scored high on the ability to deal with Americans was 70.9% among students or employed compared to 56.5% among housewives (Table 3.12). Students or employed were more likely to score 2.4 times higher on the English proficiency than housewives ( $e^{\beta}=2.401$ ,  $p<0.001$ ). The percentage of respondents who scored high on English proficiency was 75.7% among students or employed compared to 54.8% among housewives (Table 3.13).

Socioeconomic and demographic characteristics such as language count, which is an indicator of the respondent's adaptive skill, were found to influence the respondent's preference in entertainment (music, movies, and food), self-efficacy, and English



proficiency. Those respondents who knew more than one language were 1.5 times more likely to prefer American entertainment (music, movies, and food) than those who knew one Indian language ( $e^{\beta} = 1.532$ ,  $p < 0.05$ ). The percentage of respondents who scored high on preference in American entertainment (music, movies, and food) was 70.4% among those who knew more than one Indian language compared to 60.4% among those who knew only one Indian language (Table 3.6). Those respondents who knew more than one Indian language were 1.5 times more likely to score high on self-efficacy than those who knew one language ( $e^{\beta} = 1.502$ ,  $p < 0.10$ ). The percentage of respondents who scored high on self efficacy was 79.4% among those who knew more than one Indian language compared to 60.4% among those who knew only one Indian language (Table 3.9). Those respondents who knew more than one Indian language were 1.6 times more likely to be proficient in English than those who knew one Indian language ( $e^{\beta} = 1.582$ ,  $p < 0.05$ ). The percentage of respondents who scored high on English proficiency was 71.6% among those who knew more than one Indian language compared to 59.4% among those who knew only one Indian language (Table 3.13).

A respondent's annual household income was found to be statistically significant in influencing the respondent's lifestyle. Those respondents whose household income was more than \$60,000 were 1.7 times more likely to prefer American life styles (American work ethics, clothing, and recreation) than those respondents whose household income was less than \$60,000 ( $e^{\beta} = 1.733$ ,  $p < 0.05$ ). The percentage of respondents who scored high on life styles (American work ethics, clothing, and recreation) was 72.9% among those whose

annual household income was more than \$60,000 compared to 63.6% among those who whose annual household income was less than \$60,000 (Table 3.8).

A respondent's education level was found to be statistically significant in influencing, socialization with Americans. The postgraduates were 1.5 times more likely to socialize with Americans than undergraduates ( $e^{\beta} = 1.544$ ,  $p < 0.10$ ). The percentage of respondents who scored high on socialization with Americans was 74.6% among those who were postgraduates compared to 60.7% among those who were undergraduates (Table 3.11).

A respondent's current age was found to be statistically significant in influencing social support. Asian Indian women older than 30 years were 1.6 times more likely to have a higher social support than younger women ( $e^{\beta} = 1.626$ ,  $p < 0.10$ ). The percentage of respondents who scored high on social support was 82.5% among those aged more than 30 years compared to 72.5% among those aged less than 30 years (Table 3.10).

Table 3.6

*Logistic Regression Analysis of the Effects of Socioeconomic and Demographic Characteristics on Entertainment (Music, Movies, and Food).*

Socioeconomic and Demographic Characteristics	Categories	N	American Entertainment %	B	Odds Ratio $e^B$
Migration history	Non-migrant	285	68.4		
	Migrant in India	144	64.2	-0.233	0.792
Language count	One	156	60.4		
	More than one	273	70.8	0.427**	1.532
Education level	Undergraduate	162	64.1		
	Graduate	267	69.0	0.210	1.234
Occupation	Housewife	181	62.9		
	Student/employed	248	69.8	0.208	1.232
Annual household income	<\$60,000	88	63.3		
	\$60,000+	341	67.2	0.220	1.246
Current age	<=29	257	67.4		
	30+	172	66.5	-0.095	0.909
Constant				0.495*	1.641

Note: \* p<0.01, \*\* p<0.05, \*\*\* p<0.10

Table 3.7

*Logistic Regression Analysis of the Effects of Socioeconomic and Demographic Characteristics on Cultural Orientation (Association with Cultural Group, Family and Marital Values and Female Roles).*

Socioeconomic and Demographic Characteristics			American Cultural Orientation%	B	Odds Ratio $e^B$
	Categories	N			
Migration history	Non-migrant	286	68.5		
	Migrant in India	144	68.2	0.043	1.044
Language count	One	157	66.7		
	More than one	273	69.4	0.132	1.141
Education level	Undergraduate	163	64.9		
	Graduate	267	70.4	0.242	1.274
Occupation	Housewife	181	65.6		
	Student/employed	249	69.9	0.120	1.128
Annual household income	<\$60,000	88	65.6		
	\$60,000+	342	69.1	0.221	1.248
Current age	<=29	258	68.3		
	30+	172	68.1	-0.110	0.896
Constant				0.629*	1.876

Note: \* p<0.01, \*\* p<0.05, \*\*\* p<0.10

Table 3.8

*Logistic Regression Analysis of the Effects of Socioeconomic and Demographic Characteristics on Lifestyle (Work Ethics, Clothing, and Recreation).*

Socioeconomic and Demographic Characteristics	Categories	N	American Lifestyle %	B	Odds Ratio $e^B$
Migration history	Non-migrant	284	69.6		
	Migrant in India	143	72.8	0.212	1.236
Language count	One	155	71.8		
	More than one	272	70.0	-0.186	0.831
Education level	Undergraduate	163	69.0		
	Graduate	264	72.0	0.163	1.177
Occupation	Housewife	181	67.2		
	Student/employed	246	73.4	0.283	1.327
Annual household income	<\$60,000	86	63.6		
	\$60,000+	341	73.0	0.550**	1.733
Current age	<=29	257	73.2		
	30+	170	66.7	-0.409	0.664
Constant				0.750*	2.116

*Note:* \*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$

Table 3.9

*Logistic Regression Analysis of the Effects of Socioeconomic and Demographic Characteristics on Self-efficacy.*

Socioeconomic and Demographic Characteristics	Categories	N	High Self- Efficacy %	B	Odds Ratio $e^B$
Migration history	Non-migrant	283	75.3		
	Migrant in India	143	77.6	0.061	1.063
Language count	One	155	69.9		
	More than one	271	79.6	0.407***	1.502
Education level	Undergraduate	160	73.8		
	Graduate	266	77.3	0.048	1.049
Occupation	Housewife	181	69.9		
	Student/employed	245	80.7	0.578*	1.783
Annual household income	<\$60,000	88	70.0		
	\$60,000+	338	77.7	0.315	1.370
Current age	<=29	255	72.6		
	30+	171	80.7	0.224	1.251
Constant				1.024*	2.783

*Note:* \*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$

Table 3.10.

*Logistic Regression Analysis of the Effects of Socioeconomic and Demographic Characteristics on Social Support.*

Socioeconomic and Demographic Characteristics	Categories	N	High Social support %	B	Odds Ratio $e^B$
Migration history	Non-migrant	284	74.3		
	Migrant in India	144	81.1	0.276	1.318
Language count	One	156	72.0		
	More than one	272	79.3	0.180	1.198
Education level	Undergraduate	162	75.9		
	Graduate	266	77.3	-0.010	0.990
Occupation	Housewife	180	68.1		
	Student/employed	248	82.6	0.732*	2.079
Annual household income	<\$60,000	88	72.2		
	\$60,000+	340	77.8	0.237	1.267
Current age	<=29	257	72.4		
	30+	171	82.3	0.485***	1.626
Constant				1.212	3.360

Note: \* p<0.01, \*\* p<0.05, \*\*\* p<0.10

Table 3.11

*Logistic Regression Analysis of the Effects of Socioeconomic and Demographic Characteristics on Socialization with Americans.*

Socioeconomic and Demographic Characteristics	Categories	N	High Socialization with Americans %	B	Odds Ratio $e^B$
Migration history	Non-migrant	286	68.8		
	Migrant in India	144	70.9	0.013	1.013
Language count	One	157	66.1		
	More than one	273	71.5	-0.027	0.974
Education level	Undergraduate	163	61.4		
	Graduate	267	74.8	0.4345***	1.544
Occupation	Housewife	181	53.8		
	Student/emplo yed	249	81.1	1.170*	3.222
Annual household income	<\$60,000	88	72.2		
	\$60,000+	342	69.1	-0.187	0.830



Table 3.11 continued

Socioeconomic		High			
and Demographic	Categories	N	Socialization	B	Odds
Characteristics			with		Ratio
			Americans %		$e^B$
Current age	<=29	258	66.4		
	30+	172	73.6	0.302	1.352
Constant				0.859*	2.360

Note: \* p<0.01, \*\* p<0.05, \*\*\* p<0.10

Table 3.12

*Logistic Regression Analysis of the Effects of Socioeconomic and Demographic Characteristics on Ability to deal with Americans.*

Socioeconomic and Demographic Characteristics	Categories	N	High ability to deal with Americans %	B	Odds Ratio $e^B$
Migration history	Non-migrant	286	65.1		
	Migrant in India	143	64.6	-0.050	0.951
Language count	One	156	59.8		
	More than one	273	68.0	0.265	1.303
Education level	Undergraduate	163	60.2		
	Graduate	266	68.1	0.223	1.249
Occupation	Housewife	180	56.8		
	Student/employed	249	71.4	0.567*	1.764
Annual household income	<\$60,000	88	65.6		
	\$60,000+	341	64.9	0.001	1.001
Current age	<=29	257	65.5		
	30+	172	63.7	-0.142	0.867
Constant				0.508*	1.662

Note: \* p<0.01, \*\* p<0.05, \*\*\* p<0.10

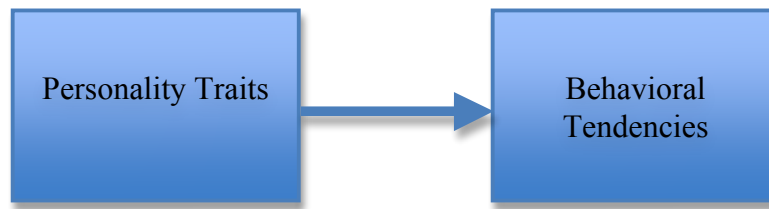
Table 3.13

*Logistic Regression Analysis of the Effects of Socioeconomic and Demographic Characteristics on English Proficiency.*

Socioeconomic and Demographic Characteristics	Categories	N	High English proficiency %	B	Odds Ratio $e^B$
Migration history	Non-migrant	285	65.7		
	Migrant in India	143	71.4	0.246	1.279
Language count	One	157	59.4		
	More than one	271	72.4	0.459**	1.582
Education level	Undergraduate	162	62.4		
	Graduate	266	71.1	0.283	1.328
Occupation	Housewife	180	55.1		
	Student/employed	248	76.3	0.876*	2.401
Annual household income	<\$60,000	87	61.8		
	\$60,000+	341	69.0	0.371	1.449
Current age	<=29	256	65.4		
	30+	172	70.9	0.115	1.121
Constant				0.579*	1.782

Note: \* p<0.01, \*\* p<0.05, \*\*\* p<0.10

### Effects of Personality Traits on Behavioral Tendencies.



Personality traits are major agents of behavioral and attitudinal change in an individual (Chhabra, 1994). Therefore, interactions between personality traits and behavioral tendencies were analyzed using the logistic regression model. In the model, personality traits were considered independent variables and each of the behavioral tendencies a dependent variable. The behavioral tendencies were considered dichotomous, and a low score was treated as the reference category in the logistic regression model.

**Hypothesis.** It is hypothesized that personality traits will influence the behavior of a person. It is assumed that the respondents who scored high on personality traits (adaptive personalities) such as Agency, Agreeableness, Conscientiousness, Extraversion, and Openness to Experience would also score high on behavioral tendencies. On the other hand, it was assumed that the respondents who had scored low on the personality trait Neuroticism would score high on behavioral tendencies.

**Logistic regression results.** The logistic regression results for the six personality traits are presented in Tables 3.14 to 3.21. As hypothesized, personality traits influenced some of

the behavioral tendencies. The percentage of respondents with an adaptive personality was high among respondents who scored high on personality traits such as Agency, Agreeableness, Conscientiousness, Extraversion, and Openness to Experience; and scored low on Neuroticism, with some exceptions. Of all the personality traits, Openness to Experience and Neuroticism were found to have a statistical significance on behavioral tendencies; followed by Agency and Extraversion.

A high score on the behavioral tendency, preference in entertainment (music, movies, and food) indicates a preference for American entertainment (music, movies, and food). Women who scored high on Openness to Experience were 1.8 times more likely to prefer American entertainment than those who scored low on Openness to Experience ( $e^{\beta} = 1.796$ ,  $p < 0.05$ ). The percentage of respondents who scored high on prefer American entertainment was higher among respondents who scored high on Openness to Experience 73.0% than among respondents who scored low 61.1%, as presented in Table 3.14. A high score on the behavioral tendency, cultural orientation (association with cultural groups, family and marital values and female roles), indicates an American cultural orientation. Asian Indian women who scored high on Openness to Experience were 1.6 times more likely oriented towards American cultural orientation than those who scored low on Openness to Experience ( $e^{\beta} = 1.528$ ,  $p < 0.10$ ). The percentage of respondents who scored high on cultural orientation was higher among respondents who scored high on Openness to Experience 70.0% than among respondents who scored low 67.5% as presented in Table 3.15. A high score on the behavioral tendency like lifestyle (work ethics, clothing, and recreation), indicates an American lifestyle. Asian Indian women who scored high Openness to Experience were 1.8

times more likely oriented towards American lifestyle - work ethics, clothing, and recreation than those who scored low Openness to Experience ( $e^{\beta} = 1.796$ ,  $p < 0.05$ ). The percentage of respondents who scored high on the lifestyle was higher among respondents who scored high on Openness to Experience 74.9% than among respondents who scored low 65.9% as presented in Table 3.16. Women who scored high on Openness to Experience were 1.6 times more likely to socialization with Americans than those who scored low on Openness to Experience ( $e^{\beta} = 1.602$ ,  $p < 0.10$ ). The percentage of respondents who scored high on socialization with Americans, was higher among respondents who scored high on Openness to Experience 76.0% than among respondents who scored low 61.8% as presented in Table 3.19. Women who scored high on Openness to Experience were 1.7 times more likely to have ability to interact with Americans than those who scored less on Openness to Experience ( $e^{\beta} = 1.697$ ,  $p < 0.05$ ). The percentage of respondents who scored high on the behavioral tendency, ability to interact with Americans, was higher among respondents who scored high on Openness to Experience 73.8%, than among respondents who scored low 55.9%, as presented in Table 3.20. Asian Indian women who scored high on Openness to Experience were 1.9 times more likely to have English proficiency than those who scored low on Openness to Experience ( $e^{\beta} = 1.930$ ,  $p < 0.01$ ). The percentage of respondents who scored high on the behavioral tendency, English proficiency, was higher among respondents who scored high on Openness to Experience 76.2%, than among respondents who scored low 58.3%, as presented in Table 3.21.

A respondent's score on Neuroticism was found to statistically influence the following behavioral tendencies: self-efficacy, social support, socialization with Americans,

ability to interact with Americans, and English proficiency. Asian Indian women who scored low on Neuroticism were 0.5 times more likely to have scored high on self-efficacy than those who scored high on Neuroticism ( $e^{\beta}=0.459$ ,  $p<0.01$ ). The percentage of respondents who scored high on self-efficacy was 84.2% among those who scored low on Neuroticism compared to 71.0% among those who scored high on Neuroticism (Table 3.17). Asian Indian women who scored low on Neuroticism were 0.5 times more likely to have scored high on social support than those who scored high on Neuroticism ( $e^{\beta}=0.447$ ,  $p<0.01$ ). The percentage of respondents who scored high on social support was 84.9% among those who scored low on Neuroticism compared to 71.3% among those who scored high on Neuroticism (Table 3.18). Asian Indian women who scored low on Neuroticism were 0.6 times more likely to socialization with Americans than those who scored high on Neuroticism ( $e^{\beta}=0.594$ ,  $p<0.05$ ). The percentage of respondents who scored high on socialization with Americans was 75.8% among those who scored low on Neuroticism compared to 64.9% among those who scored high on Neuroticism (Table 3.19). Asian Indian women who scored low on Neuroticism were 0.5 times more likely to have the ability to deal with Americans than those who scored high on Neuroticism ( $e^{\beta}=0.469$ ,  $p<0.01$ ). The percentage of respondents who scored high on the ability to interact with Americans was 74.9% among those who scored low on Neuroticism compared to 58.2% among those who scored high on Neuroticism (Table 3.20). Asian Indian women who scored low on Neuroticism were 0.7 times more likely to be proficient in English than those who scored high on Neuroticism ( $e^{\beta}=0.671$ ,  $p<0.01$ ). The percentage of respondents who scored high on English proficiency was

73.7% among those who scored low on Neuroticism compared to 63.3% among those who scored high on Neuroticism (Table 3.21).

A respondent's score on Agency was found to statistically influence the following behavioral tendencies: socialization with Americans, ability to interact with Americans, and English proficiency. Asian Indian women who scored high on Agency were 2.3 times more likely to socialize with Americans than those who scored low on Agency ( $e^{\beta} = 2.300$ ,  $p < 0.01$ ). The percentage of respondents who scored high on socialization with Americans was 75.3% among those who scored high on Agency compared to 57.1% among those who scored low on Agency (Table 3.19). Asian Indian women who scored high on Agency were 1.9 times more likely have the ability to deal with Americans than those who scored low on Agency ( $e^{\beta} = 1.847$ ,  $p < 0.01$ ). The percentage of respondents who scored high on the ability to deal with Americans was 70.7% among those who scored high on Agency compared to 58.4% among those who scored low on Agency (Table 3.20). Asian Indian women who scored high on Agency were 1.5 times more likely to be proficient in English than those who scored low on Agency ( $e^{\beta} = 1.500$ ,  $p < 0.10$ ). The percentage of respondents who scored high on English proficiency was 71.1% among those who scored high on Agency compared to 60.3% among those who scored low on Agency (Table 3.21).

Asian Indian women who scored high on Extraversion were 2.1 times more likely have scored high on self-efficacy than those who scored low on Extraversion ( $e^{\beta} = 2.114$ ,  $p < 0.01$ ). A respondent's score on Extraversion was found to statistically influence the behavioral tendency, self-efficacy. The percentage of respondents who scored high on self-efficacy was 81.4% among those who scored high on Extraversion compared to 65.2%



among those who scored low on Extraversion (Table 3.17). It is to be noted that the personality trait, Conscientiousness, was not in the expected direction. It statistically negatively influenced the behavioral tendency, cultural orientation (association with cultural group, family and marital values and female roles).

Table 3.14

*Logistic Regression Analysis of the Effects of Personality Traits on Entertainment (Music, Movies, and Food).*

Personality Traits	Categories	N	High	B	Odds
			Entertainment %		Ratio $e^B$
Agency	5 to 13	144	67.1		
	14 to 20	297	67.7	-0.078	0.925
Agreeableness	5 to 16	101	66.3		
	17 to 20	340	67.9	-0.088	0.916
Conscientiousness	4 to 12	156	66.0		
	13 to 20	285	68.1	-0.047	0.955
Extraversion	5 to 15	128	67.2		
	16 to 20	313	67.7	-0.117	0.889
Neuroticism	4 to 9	183	69.4		
	10 to 16	258	66.3	-0.094	0.910
Openness to	7 to 22	209	61.7		
Experience	23 to 30	232	72.8	0.586**	1.796
Constant				0.809*	2.245

*Note:* \*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$

Table 3.15

*Logistic Regression Analysis of the Effects of Personality Traits on Cultural Orientation  
(Association with Cultural Group, Family by Marital Values and Female Roles).*

Personality Traits	Categories	N	High Cultural	B	Odds
			orientation %		Ratio $e^B$
Agency	5 to 13	144	71.2		
	14 to 20	298	67.8	-0.139	0.870
Agreeableness	5 to 16	101	74.0		
	17 to 20	341	67.4	-0.145	0.865
Conscientiousness	4 to 12	157	76.3		
	13 to 20	285	64.6	-0.609**	0.544
Extraversion	5 to 15	129	73.5		
	16 to 20	313	67.1	-0.272	0.761
Neuroticism	4 to 9	183	67.8		
	10 to 16	259	69.5	0.059	1.061
Openness to	7 to 22	210	67.1		
Experience	23 to 30	232	70.3	0.424***	1.528
Constant				1.006*	2.736

Note: \* p<0.01, \*\* p<0.05, \*\*\* p<0.10

Table 3.16

*Logistic Regression Analysis of the Effects of Personality Traits on Lifestyle (Work ethics, Clothing, and Recreation).*

Personality Traits	Categories	N	High	B	Odds Ratio $e^B$
			American Lifestyle %		
Agency	5 to 13	143	65.5		
	14 to 20	296	73.3	0.282	1.326
Agreeableness	5 to 16	101	72.1		
	17 to 20	338	70.1	-0.346	0.708
Conscientiousness	4 to 12	156	71.7		
	13 to 20	283	70.3	-0.097	0.908
Extraversion	5 to 15	128	66.4		
	16 to 20	311	72.3	0.124	1.132
Neuroticism	4 to 9	182	72.0		
	10 to 16	257	69.6	-0.104	0.901
Openness to	7 to 22	209	65.6		
Experience	23 to 30	230	75.2	0.471**	1.602
Constant				0.926*	2.525

Note: \* p<0.01, \*\* p<0.05, \*\*\* p<0.10

Table 3.17

*Logistic Regression Analysis of the Effects of Personality Traits on Self-Efficacy.*

Personality Traits	Categories	N	High	B	Odds
			Self-Efficacy %		Ratio $e^B$
Agency	5 to 13	144	72.6		
	14 to 20	293	78.5	0.043	1.044
Agreeableness	5 to 16	100	71.8		
	17 to 20	337	78.0	-0.107	0.898
Conscientiousness	4 to 12	155	70.9		
	13 to 20	282	79.4	0.224	1.252
Extraversion	5 to 15	128	65.6		
	16 to 20	309	81.2	0.749*	2.114
Neuroticism	4 to 9	181	84.5		
	10 to 16	256	71.1	-0.779*	0.459
Openness to	7 to 22	208	71.6		
Experience	23 to 30	229	81.2	0.251	1.286
Constant				1.172*	3.227

Note: \* p<0.01, \*\* p<0.05, \*\*\* p<0.10

Table 3.18

*Logistic Regression Analysis of the Effects of Personality Traits on Social Support.*

Personality Traits	Categories	N	High	B	Odds
			Social-Support %		Ratio $e^B$
Agency	5 to 13	143	77.9		
	14 to 20	297	76.4	-0.035	0.966
Agreeableness	5 to 16	100	76.7		
	17 to 20	340	76.8	-0.175	0.839
Conscientiousness	4 to 12	157	72.5		
	13 to 20	283	79.2	0.269	1.309
Extraversion	5 to 15	128	77.1		
	16 to 20	312	76.6	-0.101	0.904
Neuroticism	4 to 9	182	85.2		
	10 to 16	258	70.9	-0.806*	0.447
Openness to Experience	7 to 22	209	74.2		
	23 to 30	231	79.2	0.251	1.286
Constant				1.354*	3.874

Note: \* p<0.01, \*\* p<0.05, \*\*\* p<0.10

Table 3.19

*Logistic Regression Analysis of the Effects of Personality Traits on Socialization with Americans.*

Personality Traits	Categories	N	High	B	Odds Ratio $e^B$
			Socialization with Americans  %		
Agency	5 to 13	144	57.5		
	14 to 20	298	75.5	0.833*	2.300
Agreeableness	5 to 16	101	64.4		
	17 to 20	341	71.3	0.131	1.140
Conscientiousness	4 to 12	157	68.1		
	13 to 20	285	70.5	-0.047	0.954
Extraversion	5 to 15	129	65.9		
	16 to 20	313	71.2	-0.196	0.822
Neuroticism	4 to 9	183	75.4		
	10 to 16	259	65.3	-0.521**	0.594
Openness to	7 to 22	210	62.4		
Experience	23 to 30	232	75.9	0.453***	1.573
Constant				0.775*	2.171

Note: \*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$

Table 3.20

*Logistic Regression Analysis of the Effects of Personality Traits on Ability to deal with Americans.*

Personality Traits	Categories	N	High	B	Odds Ratio $e^B$
			Ability to deal		
			with Americans %		
Agency	5 to 13	143	53.8		
	14 to 20	298	71.1	0.614*	1.847
Agreeableness	5 to 16	100	54.4		
	17 to 20	341	68.9	0.203	1.226
Conscientiousness	4 to 12	156	56.6		
	13 to 20	285	70.2	0.311	1.365
Extraversion	5 to 15	128	55.7		
	16 to 20	313	69.6	0.150	1.162
Neuroticism	4 to 9	183	75.4		
	10 to 16	258	58.9	-0.757*	0.469
Openness to	7 to 22	209	56.5		
Experience	23 to 30	232	74.1	0.468**	1.597
Constant				0.527*	1.694

*Note:* \*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$



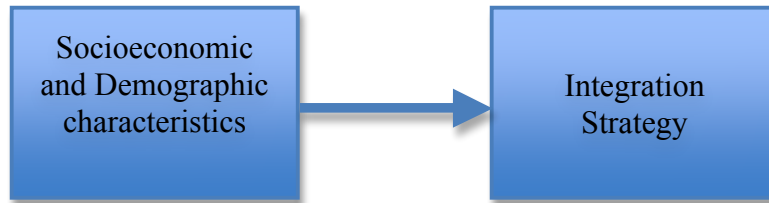
Table 3.21

*Logistic Regression Analysis of the Effects of Personality Traits on English Proficiency.*

Personality Traits	Categories	N	High English		Odds
			proficiency	B	Ratio
			%		$e^B$
Agency	5 to 13	143	60.7		
	14 to 20	296	71.6	0.405***	1.500
Agreeableness	5 to 16	101	58.7		
	17 to 20	338	71.0	0.245	1.278
Conscientiousness	4 to 12	156	61.0		
	13 to 20	283	71.7	0.240	1.272
Extraversion	5 to 15	129	64.4		
	16 to 20	310	69.7	-0.221	0.802
Neuroticism	4 to 9	183	73.8		
	10 to 16	256	64.1	-0.399***	0.671
Openness to	7 to 22	209	58.9		
Experience	23 to 30	230	76.5	0.657*	1.930
Constant				0.696*	2.006

Note: \*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$

## Effects of Socioeconomic and Demographic Characteristics on the Integration Strategy.



Two measures of the Integration strategy (dependent variables) used in this study are: 1) derived-identification: by eliciting responses to the two principles in Berry's model and 2) self-identification: by direct identification by respondents regarding their perceived acculturation strategy (based on the title and definition of Berry's acculturation strategies). Respondents who belonged to the derived Integration strategy were coded as 1, otherwise 0. Respondents who belonged to self-identified Integration strategy were coded as 1, otherwise 0. The above dependent variables were dichotomous; hence logistic regression was used to observe the effects of socioeconomic and demographic characteristics (independent variables) on the Integration strategy. The independent variables are also dichotomous, and the first category of division was considered the reference category.

**Hypothesis.** It is hypothesized that socioeconomic and demographic characteristics will influence the derived Integration strategy and self-identified Integration strategy. It is assumed that the respondents who had a migration history, knew more than one Indian language, were graduates, were students or employed, had an annual household income

greater than \$60,000, and were aged above 30 years would score high on derived Integration strategy and self-identified Integration strategy.

***Logistic regression results.*** The logistic regression results of the influence of socioeconomic and demographic characteristics on the percentage of respondents who were integrated according to derived-identification are presented in Table 3.22. Of all the socioeconomic and demographic characteristics, migration history and language count were found to statistically significantly influence the derived Integration. As hypothesized, migrants were 3.4 times more likely to adopt derived Integration strategy than non-migrants ( $e^{\beta}=3.350$ ,  $p<0.10$ ). The percentage of respondents who belonged to derive Integration strategy was higher among migrants 98.0% than non-migrants 91.7%. Asian Indian women who knew more than one Indian language were 2.7 times more likely to adopt derived Integration strategy than those who knew only one Indian language ( $e^{\beta}=2.722$ ,  $p<0.05$ ). The percentage of respondents who belonged to derive Integration strategy was higher among those who knew more than one Indian language 96.1% than those who knew only one Indian language 89.7%.

The logistic regression results of the influence of socioeconomic and demographic characteristics on the percentage of respondents who were integrated according to self-identification are presented in Table 3.23. Of all the socioeconomic and demographic characteristics, language count, which is indicative of a respondent's adaptive skill, was found to be statistically significant and influenced the self-identified Integration strategy. As hypothesized, women who knew more than one Indian language were 1.8 times more likely to adopt the self-identified Integration strategy than those who knew only one Indian

language ( $e^b = 1.754$ ,  $p < 0.05$ ). The percentage of respondents who adopted the self-identified Integration strategy was higher among migrants (86.5) than non-migrants (72.8).

Table 3.22

*Logistic Regression Analysis of the Effects of Socioeconomic and Demographic Characteristics on Derived-Identification Integration Strategy.*

Socioeconomic and Demographic Characteristics		Integration		Odds Ratio	
	Categories	N	Strategy %	B	$e^B$
Migration history	Non-migrant	286	91.9		
	Migrant in India	144	98.0	1.209***	3.350
Language count	One	157	89.7		
	More than one	273	96.4	1.001**	2.722
Education level	Undergraduate	163	96.5		
	Graduate	267	92.3	-0.774	0.461
Occupation	Housewife	181	93.5		
	Student/employed	249	94.2	-0.009	0.991
Annual household income	<\$60,000	88	92.2		
	\$60,000+	342	94.0	-0.013	0.987
Current age	<=29	258	92.0		
	30+	172	97.3	0.962***	2.617
Constant				3.449*	31.459

*Note:* Derived-identification Integration strategy coded as 1 for Integrated and 0 for others. \* p<0.01, \*\* p<0.05, \*\*\* p<0.10

Table 3.23

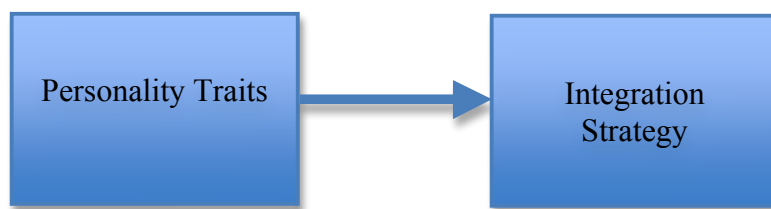
*Logistic Regression Analysis of the Effects of Socioeconomic and Demographic Characteristics on Self-identified Integration Strategy.*

Socioeconomic and			Integration		Odds
Demographic	Categories	N	Strategy	B	Ratio
Characteristics			%		$e^B$
Migration history	Non-migrant	286	83.2		
	Migrant in India	144	83.8	-0.008	0.992
Language count	One	157	78.2		
	More than one	273	86.5	0.562**	1.754
Education level	Undergraduate	163	84.8		
	Graduate	267	82.5	-0.233	0.792
Occupation	Housewife	181	80.1		
	Student/employed	249	85.3	0.295	1.344
Annual household income	<\$60,000	88	80.0		
	\$60,000+	342	83.7	0.184	1.202
Current age	<=29	258	81.7		
	30+	172	85.7	0.177	1.193
Constant				1.504*	4.501

*Note:* Self-identified Integration strategy coded as 1 for Integrated and 0 for others.

\* p<0.01, \*\* p<0.05, \*\*\* p<0.10

### **Effects of Personality Traits on the Integration Strategy.**



Two measures of Integration strategy (dependent variables) used in this study are: 1) derived-identification: by eliciting responses to the two principles in Berry's model and 2) self-identification: by direct identification by respondents regarding their perceived acculturation strategy (based on the title and definition of Berry's acculturation strategies). Respondents who belonged to the derived Integration strategy were coded as 1, otherwise 0. Respondents who adopted the self-identified Integration strategy were coded as 1, otherwise 0. The above dependent variables were dichotomous; hence, logistic regression was used to observe the effects of personality traits (independent variables) on the Integration strategy. The independent variables are also dichotomous, and the first category of division was considered the reference category.

**Hypothesis.** It is hypothesized that personality traits will influence the derived Integration strategy and the self-identified Integration strategy. It is assumed that the percentage of derived Integration strategy and self-identified Integration strategy, would be high among those who had scored high on the following personality traits: Agency, Agreeableness, Conscientiousness, Extraversion, Openness to Experience, and low on the personality trait, Neuroticism.

**Logistic regression results.** Of all the personality traits, Extraversion was found to have a statistical significance on the derived Integration strategy as shown in Table 3.24. As hypothesized, women who scored high on Extraversion were 2.5 times more likely to adopt derived Integration strategy ( $e^{\beta}=2.529$ ,  $p<0.05$ ). The percentage of respondents who adopted the derived Integration strategy was expected to be high among those who had scored high on the personality trait, Extraversion. The percentage of respondents who adopted the derived Integration strategy was higher among respondents who scored high on the personality trait, Extraversion 95.2%, than those who scored low 90.2%. None of the personality traits were found to significantly influence self-identified Integration strategy (Table 3.25).



Table 3.24

*Logistic Regression Analysis of the Effects of Personality Traits on Derived-Identification Integration Strategy.*

Personality Traits	Categories	N	Integration	B	Odds Ratio $e^B$
			Strategy %		
Agency	5 to 13	144	93.8		
	14 to 20	298	94.0	-0.188	0.829
Agreeableness	5 to 16	101	92.3		
	17 to 20	341	94.4	0.280	1.323
Conscientiousness	4 to 12	157	93.1		
	13 to 20	285	94.4	0.290	1.337
Extraversion	5 to 15	129	90.9		
	16 to 20	313	95.2	0.928**	2.529
Neuroticism	4 to 9	183	92.9		
	10 to 16	259	94.6	0.308	1.361
Openness to	7 to 22	210	94.8		
Experience	23 to 30	232	93.1	-0.696	0.498
Constant				2.558*	12.911

*Note:* Derived Integration strategy coded as 1 for Integrated and 0 for others.

\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$

Table 3.25

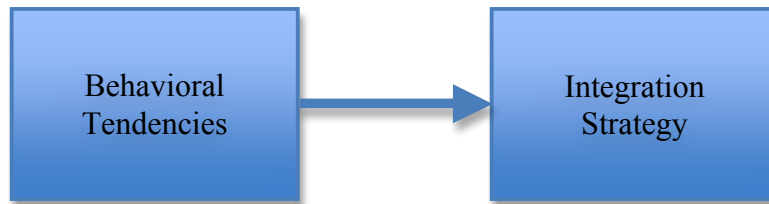
*Logistic Regression Analysis of the Effects of Personality Traits on Self-identified Integration Strategy.*

Personality Traits	Categories	N	Integration		Odds Ratio $e^B$
			Strategy %	B	
Agency	5 to 13	144	82.9		
	14 to 20	298	83.9	0.042	1.043
Agreeableness	5 to 16	101	84.6		
	17 to 20	341	83.3	-0.132	0.877
Conscientiousness	4 to 12	157	83.1		
	13 to 20	285	83.9	0.082	1.086
Extraversion	5 to 15	129	80.3		
	16 to 20	313	85.0	0.488	1.630
Neuroticism	4 to 9	183	86.3		
	10 to 16	259	81.5	-0.386	0.680
Openness to	7 to 22	210	84.8		
Experience	23 to 30	232	82.3	-0.349	0.706
Constant				1.607*	4.987

*Note:* Self-identified Integration strategy coded as 1 for Integrated and 0 for others.

\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$

### **Effects of Behavioral Tendencies on Integration Strategy.**



Two measures of Integration strategy (dependent variables) used in this study are: 1) derived-identification: by eliciting responses to the two principles in Berry's model and 2) self-identification: by direct identification by respondents regarding their perceived acculturation strategy (based on the title and definition of Berry's acculturation strategies). Respondents who belonged to the derived Integration strategy were coded as 1, otherwise 0. Respondents who adopted the self-identified Integration strategy were coded as 1, otherwise 0. The above dependent variables were dichotomous; hence, logistic regression was used to observe the effects of behavioral tendencies (independent variables) on the Integration strategy. The independent variables are also dichotomous, and the first category of division was considered as the reference category.

**Hypothesis.** It is assumed that the percentage of the derived Integration strategy and self-identified Integration strategy, would be high among those who had scored high on the following behavioral tendencies: preference in entertainment (music, movies, and food), cultural orientation (association with cultural group, family and marital values and female

roles), lifestyle (work ethics, clothing, and recreation), self-efficacy, social support, socialization with Americans, ability to interact with Americans, and English proficiency.

***Logistic Regression Results.*** As hypothesized, women who scored high on socialization with Americans were 2.3 times more likely to adopt derived Integration strategy than those who scored low ( $e^{\beta}=2.248$ ,  $p<0.10$ ) as given in Table 3.26. The percentage of respondents who adopted the derived Integration strategy was higher among respondents who scored high on socialization with Americans 95.2% than those who scored low 89.9%. Respondents who scored high on English proficiency were 2.4 times more likely to adopt derived Integration strategy than those who scored low ( $e^{\beta}=2.426$ ,  $p<0.10$ ). The percentage of respondents who adopted the derived Integration strategy was higher among respondents who scored high on English proficiency 95.3% than those who scored low 89.9%.

As hypothesized, women who preferred American entertainment (music, movies, and food) were 3.0 times more likely to adopt self-identified Integration strategy than those who preferred India entertainment ( $e^{\beta}=3.013$ ,  $p<0.01$ ) as given in Table 3.27. The percentage of respondents who adopted the self-identified Integration strategy was higher among respondents who scored high on preference in entertainment 87.7% than those who scored low 74.3%. Women who scored high on social support were 2.3 times more likely to adopt self-identified Integration strategy than those who scored low ( $e^{\beta}=2.270$ ,  $p<0.01$ ) The percentage of respondents who adopted the self-identified Integration strategy was higher among respondents who scored high on social support 86.0% than those who scored low 74.3%.

Table 3.26

*Logistic Regression Analysis of the Effects of Behavioral Tendencies on Derived-Identification Integration Strategy.*

Behavioral Tendencies	Categories	N	Integration Strategy %	B	Odds Ratio $e^B$
Entertainment	3 to 7	143	95.3		
	8 to 15	292	93.0	-0.777	0.460
Cultural orientation	5 to 7	137	94.4		
	8 to 25	298	93.5	-0.395	0.674
Lifestyle	3 to 7	128	93.1		
	8 to 15	307	94.3	0.317	1.374
Self-efficacy	6 to 16	103	92.5		
	17 to 24	332	94.4	0.143	1.154
Social Support	3 to 8	104	91.4		
	9 to 12	331	94.4	0.421	1.523

Table 3.26 continued

Behavioral tendencies	Categories	N	Integration		Odds
			Strategy	B	Ratio
			%		$e^B$
Socialization with	4 to 7	129	90.4		
Americans	8 to 20	306	95.2	0.810***	2.248
Ability to deal with	4 to 13	150	93.6		
Americans	14 to 16	285	93.8	-0.609	0.544
English proficiency	4 to 12	139	90.3		
	13 to 16	296	95.3	0.886***	2.426
Constant				2.728*	15.295

*Note:* Derived-identification Integration strategy coded as 1 for Integrated and 0 for others.

\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$

Table 3.27

*Logistic Regression Analysis of the Effects of Behavioral Tendencies on Self-identified Integration Strategy.*

Behavioral Tendencies	Categories	N	Integration	B	Odds
			Strategy %		Ratio $e^B$
Entertainment	3 to 7	143	74.3		
	8 to 15	292	87.7	1.103*	3.013
Cultural orientation	5 to 7	137	80.3		
	8 to 25	298	84.7	0.049	1.050
Lifestyle	3 to 7	128	81.7		
	8 to 15	307	84.4	-0.095	0.909
Self-efficacy	6 to 16	103	80.2		
	17 to 24	332	84.3	0.072	1.075
Social support	3 to 8	104	74.3		
	9 to 12	331	86.0	0.820*	2.270

Table 3.27 continued

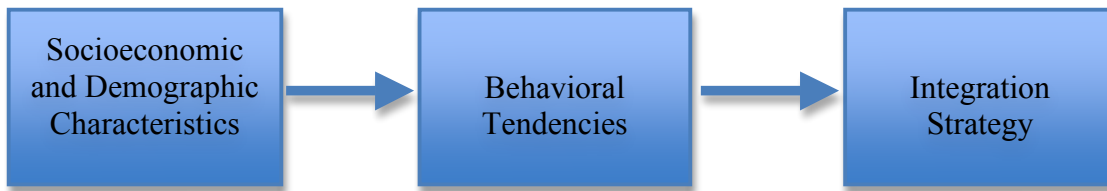
Behavioral tendencies	Categories	N	Integration	B	Odds
			Strategy %		Ratio $e^B$
Socialization with	4 to 7	129	83.1		
Americans	8 to 20	306	83.4	-0.409	0.664
Ability to deal with	4 to 13	150	78.8		
Americans	14 to 16	285	85.6	0.355	1.426
English proficiency	4 to 12	139	81.4		
	13 to 16	296	84.7	0.000	1.000
Constant				1.419*	4.134

*Note:* Self-identified Integration strategy coded as 1 for Integrated and 0 for others.

\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$



**Effects of Socioeconomic and Demographic Characteristics on the Integration Strategy, in the Presence of Behavioral Tendencies.**



After analyzing the effects of socioeconomic and demographic characteristics, and behavioral tendencies separately, an attempt was made to understand the effects of socioeconomic and demographic characteristics in the presence of behavioral tendencies on the derived Integration strategy and self-identified Integration strategy. The logistic regression results are presented in Tables 3.28 to 3.31.

Migrants were 4.6 times more likely to belong to the derived Integration strategy than non-migrants ( $e^{\beta}=4.554$ ,  $p<0.05$ ) as given in Table 3.28. Those who know more than one Indian language were 3.3 times more likely to belong to the derived Integration strategy than those who know only Indian one language ( $e^{\beta}=3.286$ ,  $p<0.05$ ) as given in Table 3.28. Respondents aged 30 years and above were 3.1 times more likely to belong to the derived Integration strategy than respondents aged less than 30 years ( $e^{\beta}=3.101$ ,  $p<0.10$ ) as given in Table 3.28. Those who scored high on socialization with Americans were 2.5 times more likely to belong to the derived Integration strategy than those who scored low on socialization with Americans ( $e^{\beta}=2.486$ ,  $p<0.10$ ) as given in Table 3.28.

It is to be noted that the entertainment was also found to be statistically significant in influencing the derived Integration strategy ( $e^{\beta}=0.331$ ,  $p<0.10$ ), but not in the expected direction.

On analyzing the effects of only socioeconomic and demographic characteristics on the derived Integration strategy, it was found that migration history, language count and current age were statistically significant (Table 3.22). On analyzing the effects of only behavioral tendencies on the derived Integration strategy, it was found that socialization with Americans and English proficiency were statistically significant (Table 3.26). However, analyzing the effects of socioeconomic and demographic characteristics on the derived Integration strategy, in the presence of behavioral tendencies, it was found that only migration history, language count, current age and socialization with Americans were statistically significant (Table 3.28). The effects of the behavioral tendency, English proficiency on the derived Integration strategy became statistically insignificant when employed in a logistic regression analysis along with the socioeconomic and demographic characteristics (Table 3.28). On the other hand, the influence on migration history, language count and current age, in the presence of behavioral tendencies strengthened as the odds ratio increased by 35.9%, 20.7% and 18.5%, respectively (Table 3.29). The influence of the behavioral tendencies like socialization with Americans and English proficiency in the presence of socioeconomic and demographic characteristics marginally weakened as the odds ratio decreased by 4.0% and 2.9%, respectively (Table 3.29).

The socioeconomic and demographic characteristic such as language count was found to statistically significantly influence respondents who adopted the self-identified Integration

strategy. Respondents who know more than one Indian language were 1.8 times more likely to belong to the self-identified Integration strategy than those who know only Indian one language ( $e^{\beta}=1.793$ ,  $p < .05$ ). Those who preferred American entertainment (music, movies, and food) were 2.9 times more likely to belong to the self-identified Integration strategy than those who preferred Indian entertainment (music, movies, and food) ( $e^{\beta}=2.856$ ,  $p < .01$ ). Those who scored high on social support were 2.0 times more likely to belong to the self-identified Integration strategy than those who had scored low on social support ( $e^{\beta}=1.984$ ,  $p < .05$ ). The data are presented in Table 3.30.

On analyzing the effects of only socioeconomic and demographic characteristics on the Integration strategy according to self-identification, it was found that language count was statistically significant (Table 3.23). On analyzing the effects of only behavioral tendencies on the Integration strategy according to self-identification, it was found that preference in entertainment (music, movies, and food), and social support were statistically significant (Table 3.27). The effects of a socioeconomic and demographic characteristic such as language count strengthened marginally in the presence of behavioral tendencies as the odds ratio increased by 2.2% (Table 3.31). On the other hand, the effects of behavioral tendencies such as entertainment (music, movies, and food), and social support marginally weakened in the presence of socioeconomic and demographic characteristics as the odds ratio decreased by 5.2% and 12.6%, respectively (Table 3.31).

The major and statistically significant inferences that emerged from Tables 3.29 and 3.31 are: 1) the effects of socioeconomic and demographic characteristics such as migration history and language count strengthened in the presence of behavioral tendencies; 2) the

effects of behavioral tendencies such as socialization with Americans strengthened in the presence of socioeconomic and demographic characteristics; and 3) the effects of behavioral tendencies such as preference in entertainment (music, movies, and food), social support, and English proficiency weakened in the presence of socioeconomic and demographic characteristics. Thus it can be concluded that the influence of socioeconomic and demographic characteristics affects the Integration strategy irrespective of the presence of behavioral tendencies.

Table 3.28

*Logistic Regression Analysis of the Effects of Socioeconomic and Demographic Characteristics and Behavioral Tendencies on Derived-Identification Integration Strategy.*

Socioeconomic and Demographic Characteristics and Behavioral Tendencies	Categories	N	B	Odds Ratio $e^B$
Migration in India	Non-migrant	277		
	Migrant	140	1.578**	4.554
Language count	One	150		
	More than one	267	1.033**	3.286
Education level	Undergraduate	157		
	Graduate	260	-0.523	0.593
Occupation	Housewife	178		
	Student/employed	239	-0.205	0.814
Annual household income	<\$60,000	85		
	\$60,000+	332	-0.119	0.887
Current age	Less <=29	249		
	30+	168	0.893***	3.101
Entertainment	3 to 7	138		
	8 to 15	279	-0.851***	0.331

Table 3.28 Continued

Socioeconomic and Demographic				
Characteristics and Behavioral Tendencies	Categories	N	B	Odds Ratio $e^B$
Cultural orientation	5 to 7	133		
	8 to 25	284	-0.663	0.515
Lifestyle	5 to 7	119		
	8 to 15	298	0.133	1.142
Self-efficacy	6 to 16	100		
	17 to 24	317	0.229	1.258
Social support	3 to 8	98		
	9 to 12	319	0.009	1.009
Socialization with Americans	4 to 7	124		
	8 to 20	293	0.958***	2.486
Ability to deal with Americans	4 to 13	144		
	14 to 16	273	-0.141	0.869
English proficiency	4 to 12	132		
	13 to 16	285	0.646	1.907
Constant			3.662*	38.953

*Note:* Derived-identification Integration strategy coded as 1 for Integrated and 0 for others. \*

p<0.01, \*\* p<0.05, \*\*\* p<0.10

Table 3.29

*Odds Ratio of Direct and Combined Effects of Socioeconomic and Demographic*

*Characteristics and Behavioral Tendencies on Derived Integration Strategy.*

Derived Integration	Direct influence		Combined influence		Change
Strategy	Source	Odd Ratio $e^B$	Source	Odds Ratio $e^B$	in Odds Ratio $e^B$
					%
Migration in India	Table 3.22	3.350	Table 3.28	4.554	35.9
Language count	Table 3.22	2.722	Table 3.28	3.286	20.7
Current age	Table 3.22	2.617	Table 3.28	3.101	18.5
Socialization with					
Americans	Table 3.26	2.341	Table 3.28	2.248	-4.0
English proficiency	Table 3.26	2.498	Table 3.28	2.426	-2.9

Table 3.30

*Logistic Regression Analysis of the Effects of Socioeconomic and Demographic Characteristics and Behavioral Tendencies on Self-identified Integration Strategy.*

Socioeconomic and				Odds
Demographic Characteristics	Categories	N	B	Ratio
and Behavioral Tendencies				$e^B$
Migration history	Non-migrant	277		
	Migrant	140	0.121	1.129
Language count	One	150		
	More than one	267	0.584**	1.793
Education Level	Undergraduate	157		
	Graduate	260	-0.176	0.838
Occupation	Housewife	178		
	Student/employed	239	0.172	1.188
Annual household income	<\$60,000	85		
	\$60,000+	332	-0.022	0.979
Current age	Less <=29	249		
	30+	168	0.338	1.402



Table 3.30 Continued

Socioeconomic and Demographic Characteristics and Behavioral Tendencies	Categories	N	B	Odds Ratio $e^B$
Entertainment	3 to 7	138		
	8 to 15	279	1.049*	2.856
Cultural orientation	5 to 7	133		
	8 to 25	284	-0.053	0.949
Lifestyle	3 to 7	119		
	8 to 15	298	-0.026	0.975
Self efficacy	6 to 16	100		
	17 to 24	317	-0.029	0.971
Social support	3 to 8	98		
	9 to 12	319	0.685**	1.984
Socialization with Americans	4 to 7	124		
	8 to 20	293	-0.366	0.693
Ability to deal with Americans	4 to 13	144		
	14 to 16	273	0.437	1.548
English proficiency	4 to 12	132		
	13 to 16	285	-0.114	0.892
Constant			1.476*	4.377*

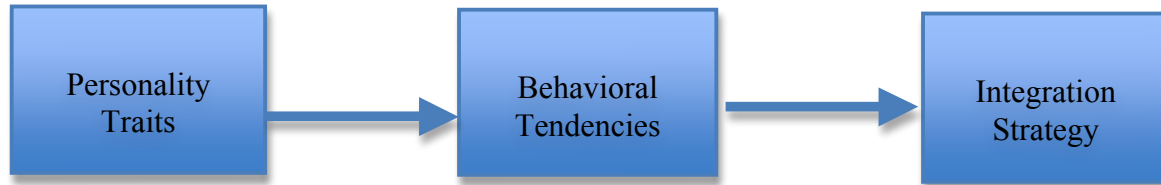
*Note:* Self-identified Integration strategy coded as 1 for Integrated and 0 for others. \*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$

Table 3.31

*Odds Ratio of Direct and Combined Effects of Socioeconomic and Demographic Characteristics and Behavioral Tendencies on Self-identified Integration Strategy.*

Self-identified Integration Strategy	Direct influence		Combined influence		Change in
	Source	Odd Ratio	Source	Odds Ratio	Odds Ratio $e^B$
		$e^B$		$e^B$	%
Language count	Table 3.23	1.754	Table 3.30	1.793	2.2
Entertainment	Table 3.27	3.013	Table 3.30	2.856	-5.2
Social support	Table 3.27	2.270	Table 3.30	1.984	-12.6

**Effects of Personality Traits on Integration Strategy, in the Presence of Behavioral Tendencies.**



After analyzing the effects of personality traits, and behavioral tendencies separately, an attempt was made to understand the effects of personality traits in the presence of behavioral tendencies on the derived Integration strategy and self-identified Integration strategy. The logistic regression results are presented in Tables 3.32 to 3.35.

The personality trait Extraversion and the behavioral tendency variables like socialization with Americans and English proficiency were found to have a statistical significance on respondents who adopted the derived Integration strategy (Table 3.32). Women who scored high on Extraversion were 3.2 times more likely to adopt derived Integration strategy than those who scored low ( $e^{\beta} = 3.261$ ,  $p < 0.05$ ). Those who scored high on socialization with Americans were 2.2 times more likely to belong to the derived Integration strategy than those who scored low ( $e^{\beta} = 2.243$ ,  $p < 0.10$ ). Those who scored high on English proficiency were 2.7 times more likely to belong to the derived Integration strategy than those who scored low ( $e^{\beta} = 2.715$ ,  $p < 0.05$ ).

It is to be noted that Openness to Experience was also found to be statistically significant in influencing the derived Integration strategy ( $e^{\beta} = 0.379$ ,  $p < 0.10$ ), but not in the expected direction.

On analyzing the effects of only personality traits on the derived Integration strategy, Extraversion was found to be statistically significant (Table 3.24). On analyzing the effects of only behavioral tendencies on the derived Integration strategy, it was found that socialization with Americans and English proficiency were statistically significant (Table 3.26). The statistical significance of the above three variables remained the same when they were employed both personality traits in the presence of behavioral tendencies in logistic regression (Table 3.32). However, the influence of the personality trait, Extraversion in the presence of behavioral tendencies strengthened as the odds ratio increased by 28.9% (Table 3.33). On the other hand, the influence of behavioral tendencies, socialization with Americans and English proficiency in the presence of personality traits marginally changed as the odds ratio changed by only -0.2% and 11.9%, respectively (Table 3.33).

The effects of the personality trait, Extraversion, and behavioral tendencies such as preference in entertainment (music, movies, and food), and social support on the self-identified Integration strategy were statistically significant (Table 3.34). Women scored high on Extraversion were 1.9 times more likely to belong to the self-identified Integration strategy than those who scored low ( $e^{\beta}=1.850$ ,  $p<0.10$ ). Those who preferred American entertainment (music, movies, and food) were 3.2 times more likely to belong to the self-identified Integration strategy than those who preferred Indian entertainment (music, movies, and food) ( $e^{\beta}=3.173$ ,  $p<0.01$ ). Those who scored high on social support were 2.6 times more likely to belong to the self-identified Integration strategy than those who scored low on social support ( $e^{\beta}=2.600$ ,  $p<0.01$ ).

When the effects of only personality traits on the self-identified Integration strategy were analyzed, none were found to be statistically significant (Table 3.25). When the effects of only behavioral tendencies on the self-identified Integration strategy were analyzed, preference in entertainment (music, movies, and food), and social support were found to be statistically significant (Table 3.27). Extraversion became statistically significant when analyzed with both personality traits and behavioral tendencies together in a logistic regression (Table 3.34).

The major and statistically significant inferences that emerged from Tables 3.34 and 3.35 are: 1) the effect of a personality trait such as Extraversion strengthened in the presence of behavioral tendencies; 2) the effects of behavioral tendencies such as entertainment (music, movies, and food and social support strengthened in the presence of personality traits. Thus, it can be concluded that the effects of personality traits in the presence of a behavioral tendency improved the explanatory power of variables that were found to be statistically significant in Table 3.34. However the effect of personality trait, Extraversion, in the presence of behavioral tendencies strengthened as the odds ratio increased by 13.5%, presented in table 3.35. On the other hand, the effects of behavioral tendencies, entertainment (music, movies, food) and social support, in the presence of personality traits were also strengthened as the odds ratio increased by 5.3% and 14.4%, respectively, presented in table 3.35.

Table 3.32

*Logistic Regression Analysis of the Effects of Personality Traits and Behavioral Tendencies on Derived Integration Strategy.*

Personality Traits and Behavioral Tendencies	Categories	N	B	Odds
				Ratio $e^B$
Agency	5 to 13	140		
	14 to 20	288	-0.226	0.798
Agreeableness	5 to 17	98		
	18 to 20	330	0.503	1.654
Conscientiousness	4 to 12	151		
	13 to 20	277	0.382	1.465
Extraversion	5 to 15	124		
	16 to 20	304	1.176**	3.241
Neuroticism	4 to 9	179		
	10 to 20	249	0.207	1.230
Openness to Experience	7 to 22	203		
	23 to 30	225	-0.968***	0.380
Entertainment	3 to 7	138		
	8 to 15	290	-0.639	0.528

Table 3.32 continued

Personality Traits and Behavioral Tendencies	Categories	N	B	Odd
				Ratio $e^B$
Cultural orientation	5 to 7	133		
	8 to 25	295	-0.545	0.580
Lifestyle	3 to 7	126		
	8 to 15	302	0.339	1.403
Self-efficacy	6 to 16	99		
	17 to 24	329	-0.036	0.964
Social support	3 to 8	101		
	9 to 12	327	0.422	1.524
Socialization with Americans	4 to 7	128		
	8 to 20	300	0.856***	2.355
Ability to deal with Americans	4 to 13	145		
	14 to 16	283	-0.664	0.515
English proficiency	4 to 12	134		
	13 to 16	294	1.008**	2.739
Constant			2.540*	12.677

*Note:* Derived Integration strategy coded as 1 for Integrated and 0 for others.

\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$

Table 3.33

*Odds Ratio of Direct and Combined Effects of Personality Traits and Behavioral Tendencies on Derived Integration Strategy.*

Derived Integration Strategy	Direct influence		Combined influence		Change in Odds Ratio $e^B$ %
	Source	Odds Ratio	Source	Odds Ratio	
		$e^B$		$e^B$	
Extraversion	Table 3.24	2.529	Table 3.32	3.261	28.9
Socialization with Americans	Table 3.26	2.248	Table 3.32	2.243	-0.2
English proficiency	Table 3.26	2.426	Table 3.32	2.715	11.9



Table 3.34

*Logistic Regression Analysis of the Effects of Personality Traits and Behavioral Tendencies on Self-identified Integration Strategy.*

Personality Traits and Behavioral Tendencies	Categories	N	B	Odds
				Ratio $e^B$
Agency	5 to 13	140		
	14 to 20	288	0.050	1.051
Agreeableness	5 to 17	98		
	18 to 20	330	0.050	1.051
Conscientiousness	4 to 12	151		
	13 to 20	277	-0.004	0.996
Extraversion	5 to 15	124		
	16 to 20	304	0.615***	1.850
Neuroticism	4 to 9	179		
	10 to 20	249	-0.157	0.855
Openness to Experience	7 to 22	203		
	23 to 30	225	-0.489	0.613
Entertainment	3 to 7	138		
	8 to 15	290	1.155*	3.173

Table 3.34 Continued

Personality Traits and Behavioral Tendencies	Categories	N	B	Odds
				Ratio $e^B$
Cultural orientation	5 to 7	133		
	8 to 25	295	0.092	1.097
Lifestyle	3 to 7	126		
	8 to 15	302	-0.163	0.850
Self-efficacy	6 to 16	99		
	17 to 24	329	-0.005	0.995
Social support	3 to 8	101		
	9 to 12	327	0.956*	2.600
Socialization with	4 to 7	128		
Americans	8 to 20	300	-0.352	0.703
Ability to deal with	4 to 13	145		
Americans	14 to 16	283	0.351	1.420
English proficiency	4 to 12	134		
	13 to 16	294	0.006	1.006
Constant			1.306*	3.691

*Note:* Self-identified Integration strategy coded as 1 for Integrated and 0 for others.

\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.10$

Table 3.35

*Odds Ratio of Direct and Combined Effects of Personality Traits and Behavioral Tendencies on Self-identified Integration Strategy.*

Self-identified Integration Strategy	Direct influence		Combined influence		Change in
	Source	Odds Ration	Source	Odds Ratio	Odds
		$e^B$		$e^B$	Ratio $e^B$
					%
Extraversion	Table 3.25	1.630	Table 3.34	1.850	13.5
Preference in Entertainment	Table 3.27	3.013	Table 3.34	3.173	5.3
Social support	Table 3.27	2.270	Table 3.34	2.600	14.5

## **Discussion**

In this section, the main findings of the study will be summarized. The findings provide is with important information on Integration strategies adopted by Asian Indian women. The respondents in the study were first generation immigrants aged from 18 to 50 living in the U.S. Most of the respondents also share a common immigration history having immigrated in the last 20 years. As stated earlier this is because of immigration policies that allowed Asian Indians to immigrate on work visas in the last 40 years.

The respondents also represented the diverse Asian Indian population. They come from diverse subcultures and regions across India. Majority of respondents surveyed has at least a high school education, which is consistent with past research that reported that most immigrants to the U.S. are highly educated and professionals (Mehta, 1993).

Holistic research on the acculturation of Asian Indian women showed that the following factors influenced acculturation: 1) socioeconomic and demographic characteristics 2) personality trait, and 3) behavioral tendencies.

The Integration strategy of acculturation had the most number of respondents and this enabled a statistical analysis. The data were collected through an online survey and a conceptual model of data analysis was developed. The analysis focused on identifying the statistically significant socioeconomic and demographic characteristics, personality trait, and behavioral tendencies that influenced the Integration strategy.

The interrelations of the three factors cited above were also noted and an attempt was made to understand the relation between socioeconomic and demographic characteristics and

behavioral tendencies on the one hand, and between personality traits and behavioral tendencies on the other.

**Socioeconomic and Demographic Characteristics on Behavioral Tendencies.** The socioeconomic and demographic characteristics, occupation and language count were found to significantly influence many behavioral tendencies. Other characteristics such as, education, annual household income, and current age also influenced some behavioral tendencies.

Students or employed Asian India women leaned towards socialization with Americans, had an ability to interact with Americans, had adequate social support, high self efficacy and were proficient in English. Asian Indian women having proficiency in more than one Indian language leaned towards being American with respect to preference in entertainment (music, movies, and food), high self-efficacy and English proficiency.

Asian Indian women who were post-graduates leaned towards socializing with Americans. Asian Indian women having an annual household income greater than \$60, 000 preferred an American lifestyle with respect to work ethics, clothing, and recreation.

**Personality Traits on Behavioral Tendencies.** Personality traits such as openness and Neuroticism significantly influenced many behavioral tendencies of Asian Indian women. Other personality traits such as Agency and Extraversion also influenced behavioral tendencies such as socialization with Americans, ability to interact with Americans, English proficiency, and self-efficacy.

Openness influenced behavioral tendencies such as preference in entertainment (music, movies, and food); cultural orientation (association with cultural group, family and

marital values and female roles); lifestyle (work ethics, clothing, and recreation); socialization with Americans; ability to interact with Americans; and English proficiency, while Neuroticism influenced behavioral tendencies such as socialization with Americans, ability to interact with Americans, English proficiency, social support, and self-efficacy.

Agency influenced behavioral tendencies such as socialization with Americans, ability to interact with Americans, and English proficiency, and Extraversion influenced behavioral tendencies such as self-efficacy.

The statistically significant socioeconomic demographic characteristics, personality traits and behavioral tendencies influencing the Integration strategy has been identified using a logistic regression model. These factors will be used to design an effective and workable training module for the acculturation of Indian Asian women.

**Socioeconomic and Demographic Characteristics on the Integration Strategy.** Migration history, language count, current age were found to statistically significantly influence the derived Integration strategy. Language count was found to statistically significantly influence the self-identified Integration strategy.

**Personality Traits on the Integration Strategy.** Extraversion was found to statistically significantly influence the derived Integration strategy. None of the six personality traits were found to statistically significantly influence the self-identified Integration strategy.

**Behavioral Tendencies on the Integration Strategy.** Socialization with Americans and English proficiency were found to statistically significantly influence the derived Integration strategy. Preference in entertainment (music, movies, and food), and social

support were found to statistically significantly influence the self-identified Integration strategy.

**Effects of Socioeconomic and Demographic Characteristics on the Integration Strategy, in the Presence of Behavioral Tendencies.** The major and statistically significant inferences that emerged are 1) the influence of socioeconomic and demographic characteristics such as migration history and language count strengthened in the presence of behavioral tendencies; 2) the influence of behavioral tendencies such as socialization with Americans strengthened in the presence of socioeconomic and demographic characteristics; and 3) the influence of behavioral tendencies such as preference in entertainment (music, movies, and food), social support, and English proficiency weakened in the presence of socioeconomic and demographic characteristics. Thus it can be concluded socioeconomic and demographic characteristics affect the Integration strategy irrespective of the presence of behavioral tendencies.

**Effects of Personality Traits on the Integration Strategy, in the Presence of Behavioral Tendencies.** The major and statistically significant inferences that emerged are: 1) the influence of a personality trait such as Extraversion strengthened in the presence of behavioral tendencies; 2) the influence of behavioral tendencies such as socialization with Americans, entertainment (music, movies, and food), English proficiency, and social support strengthened in the presence of personality traits. Thus, it can be concluded that the influence of personality traits in the presence of behavioral tendencies improves the explanatory power of the variables that were found to be statistically significant.

## **Conclusion**

This study identified and measured the influence of key factors that affect the Integration strategy of Asian Indian women in the U.S., enhancing our understanding of their acculturation. A conceptual model was developed to understand the influence of the identified key factors that affect the Integration strategy for Asian Indian women. An empirical multivariate model was used to test the influence of the identified key factors that affect the Integration strategy for Asian Indian women. The results confirmed that the socioeconomic and demographic characteristics migration history, language count, and current age were statistically significant in influencing the Integration strategy. The personality traits, Extraversion and Agency were statistically significant in influencing the Integration strategy. The behavioral tendencies socialization with Americans, preference in entertainment, social support, and English proficiency were statistically significant in influencing the Integration strategy.

**Limitations.** The acculturation survey was sent out through two major networking websites used by Asian Indians; as a result the sample was not random. Of the total 872 women attempted the survey, only 449 completed the survey. The number and length of the survey could have been the reason for the high number of incomplete surveys (423). It was estimated that respondents would need about 30 minutes to complete the acculturation survey.

The survey was a self-reported instrument, the results from the survey can be inaccurate if respondents did not respond honestly or did not understand the questions. Occasionally respondents could choose to respond in a manner that portrays a positive profile



of themselves, which is considered as impression management. The survey does not contain any fake or random response questions to estimate the accuracy and authenticity of the responses.

The research study surveyed participants using the Internet. It was not possible for the respondents to have a face-to-face contact with the researcher. This could also be the possible reason for the large number of incomplete surveys. If the respondents had questions regarding the survey they had to contact the researcher by phone or email. This may have been a deterrent for participation.

The lack of research studies on Asian India acculturation in the United States is a limitation in itself. Comparing our research results with existing research on the same topic and population will increase our understanding of the topic. Durvasula and Mylvaganam (1994) explained possible paucity of research studies on Asian Indian's. First, a disincentive for future research is the lack of existing research on Asian Indians. Second, research on Asian Indian population is the subject of only a few researchers and mental health professionals. Third, propensity of past research to group Asian Indian population into a subgroup for example, Asian population.

**Future Research.** The acculturation survey was developed as multiple choices, which resulted in limited explanation of response. Asking respondents a few open-ended questions could modify the survey and result in a better understanding of responses. Since there is a lack of research on Asian Indian women combining qualitative and quantitative methods in future research might provide significant information on the subjective perspective and experiences of Asian Indian women.

Most studies on Asian Indians until now have focused only on the educated and professional class including this study. The Asian Indian women who are not professionals, have less education need to be represented so that the results could be representative of the Asian Indian women currently living in the U.S. Future research could also look at the differences in acculturation strategies of these two groups. Past research has found that people who are less educated might be not integrated compared to educated people (Mehta, 1993).

Berry's acculturation framework did not look at the intrinsic nature of acculturation. Future research in the areas of cultural changes and cultural identity can address the intrinsic nature of acculturation.

## **Chapter 4: Integration Program For Asian Indian Women Living in United States**

This study utilized the identified factors that influenced the Integration strategy to design a program to facilitate the acculturation of Asian Indian women in the U.S. The results of the data analysis were used to design a need-based acculturation program specifically for Asian Indian women living in the U.S. The key components of the program are:

1. Assessment tools to collect data on socioeconomic and demographic characteristics, personality inventory, behavioral tendencies, and individual needs.
2. Classes for English as a spoken language.
3. Workshops to promote knowledge on American culture (American history, government, democracy, etc.), American lifestyle (cooking classes, movies, music, etc.), and social issues (parenting in American society, women's rights, etc.).
4. Support groups to encourage socialization with the American community.
5. Counseling services to address adjustment issues and mental well being.
6. Access to employment agencies.

The purpose of this study was to design a program and related services to promote and facilitate effective acculturation of Asian Indian women in the U.S. The integration program supports Asian Indian women through the journey of making the U.S. their home by providing creative and responsive programs that are culturally and linguistically appropriate, and by building community through mutual respect and partnerships. The socioeconomic and demographic characteristics, personality inventory, and behavioral tendencies were incorporated into the initial assessments of Asian Indian women.

## **Introduction**

The migration of a culturally diverse population to the U.S. has rapidly increased. In response to the growth, researchers, clinicians and social workers need a better understanding of the individuals who come from various cultural backgrounds. Governments at all levels have turned their attention to the diverse needs of immigrant women, mainly because research and women's organizations have revealed that immigrant women face barriers in accessing the benefits and rights of living in the U.S. (Okun, Fried, & Okun, 1999). The United States is a country that actively recruits immigrants for economic reasons (Segal, 1991). The availability of an adequate integration program is crucial to the acculturation process of the immigrants.

In conducting this study the focus was on a subgroup of immigrants to the U.S., Asian Indian women. These women have to renegotiate their identities when they enter a new country and make it their home. As a result of modernization in India and immigration to the U.S., Indian women have been given more opportunities to pursue higher education and economic freedom (Gupta, 1996b). Many Asian Indian women find it difficult to effectively manage the multiple demands that are placed on them when they migrate to the U.S. This chapter intends to utilize the research findings of this study on the Integration strategies of Asian Indian women, to implement various settlement services provided to Asian Indian women.

Acculturation to a new country and culture can be extremely stressful (Padilla, Wagatsuma, & Lindholm, 1985). Research has shown that women who choose the Integration strategy help not only themselves but also their families to adapt (Berry, 1997).

Berry (1997) also states that the Integration strategy is the most positive acculturation strategy as it produces the least amount of acculturative stress and conflict to the individual.

## **Literature Review**

Issues related to providing an integration program to newcomers have been the focus of studies in countries such as Australia (Ganguly, 1995), the United Kingdom (Robinson, 1998), the United States (Shaw, 1998), Israel (Eliav, 1994) and Canada (Canadian Council for Refugees, 1998). Acculturation can be seen as a bi-directional process in which both immigrants and the host society go through a process of adjustment. Principles that are viewed as important in the reach of the integration program are: inclusivity, empowerment of immigrants, holistic approach, respect for immigrants, cultural sensitivity, community development, collaboration, reliability of services, and accountability (Clark, 1997).

A review of the literature indicated two models of integration programs: theoretical models and practice-based models (George, 2002). The theory-based models such as the Ecological model, prevention and health promotion model, eco-system model, empowerment model, and stress reduction model, can be applied to all services of immigrant communities. The practice-based models are ethnic or ethno-specific agency services, and mainstream agency services (Jenkins, 1980).

The ecological model encourages researchers to consider the complex interaction of individual, group, and societal forces on the experiences of immigrants (Hicks, Lalonde, & Pepler, 1993). Closely related to the ecological model is the prevention and health promotion model (McLellan, 1997). McLellan (1997) emphasized the importance of on going support for newcomers through multi-service community health centers. Morales's

(1981) eco-system model is the most appropriate for working with newcomers from third-world countries. The model stresses the need to acknowledge the realities of neo-colonialism, institutional racism, and to work at both the individual and systemic level to promote empowerment and to engage in advocacy (Morales, 1981). The empowerment model postulates three roles for social workers dealing with newcomers on settlement issues: cultural translators, cultural mediators, and role models (Hirayama & Cetingok, 1988).

The stress reduction model (Hirayama et al., 1993) identified three major stressors for the newcomer: family pressures, occupational concerns, and cultural barriers. The model was used to explore stress reduction as a program for Southeast Asian immigrants. The program's purpose was to help newcomers deal with the stressors by increasing their coping skills, self-esteem, and strengthening the newcomer's support networks.

The acculturative framework by Herberg (1988) depicted acculturation as a continuum that can take several generations. During the early stages of settlement, immigrants 'overcompensate' and function at extremely high levels, and as time goes by they tend to 'decompensate' as part of the process of cultural shock. Poor mental health, language problems, and unrealized expectations can intensify this process. The process of Integration can be seen as a continuum moving from acclimatization to adaptation and finally to Integration (George & Fuller-Thompson, 1998).

Practice-based models of settlement services delivery consist of two types of structures: ethnic or ethno-specific agency services, and mainstream agency services (Jenkins, 1980). Ethnic-based models provide culturally appropriate services for newcomers

due to their emphasis on self-help, empowerment, and in-depth knowledge of the newcomers' cultures (Jenkins, 1980).

While providing the settlement needs of immigrants, one should be most careful not to overlook the differences between ethnic groups from the same source country. Collaboration between ethnic agencies and mainstream agencies or institutions is also possible and desirable.

**Key Programs Provided by Settlement Services.** Definition of settlement and settlement services (Goss Gilroy Management Consultants, 2003, p. 8)

- “Settlement refers to meeting the basic needs of newcomers including: housing, food, registering children in school, signing up for language training, accessing general mainstream services with the assistance of the service provider, and understanding basic rights and responsibilities.”
- “Settlement services exist to facilitate the successful settlement and integration of immigrants and refugees into the economic, social, cultural and political life of the new country.”

During a review of the literature on settlement services for newcomers, it was found that the reviewed studies had all identified the basic settlement needs as follows: general orientation to the new country, establishing community connections, housing, employment, language training, and information on available services (George & Michalsko, 1996; Michalski, 1997; Tsang & George, 1998). The above identified needs are prioritized based on individual circumstances, pre-migration experiences, and the availability of community resources for each newcomer. The newcomers' needs have to be addressed with cultural and

linguistic sensitivity, in order to make them feel welcome and to be effective in helping them acculturate.

### **U.S. Citizenship and Immigration Services (USCIS) and Settlement Programs.**

The settlement services play an important role in achieving the USCIS objective of creating a diverse society that promotes linguistic and social inclusion by supporting newcomers in their successful settlement and long-term integration into the United States. In addressing the newcomers' needs, USCIS helps them to make contributions to various aspects of American life and meet their goals within their new communities. USCIS believes in the importance of the newcomers' participation and contribution, which can help enrich American society.

The majority of settlement programs in the US are aimed at supporting the newcomers in their settlement and Integration by providing:

- Information they need to better understand how the U.S works (government, schools, banking etc) and make informed decisions about their settlement experience;
- Language training so they have the language skills to function in the U.S.;
- Required assistance to find employment that corresponds with their skills and education; and
- Help required to establish networks and contacts so they are engaged and feel welcomed in their communities.

Settlement service organizations such as the Heartland Alliance for Human Needs and Human Rights, Nashville International Center for Empowerments, and American Gateways for New Americana, provide the following services to newcomers:

- Education programs



- English language learning (ELL) classes
- General education development (GED) classes
- Citizenship classes
- Computer classes
- Employment
  - Referrals to internal and external employment/adjustment resources (USCIS, English classes, job readiness training)
  - Job readiness education
  - Help paying their taxes
- Acculturation and social adjustment
  - Immigration assistance/referral Services
  - Interpretation of language
  - Community involvement
  - Education on rights and responsibilities as a permanent resident
  - Finding legal assistance
  - Getting settled in the United States
  - Finding a place to live
  - Getting a social security number
  - Education on managing finances
  - Traveling in the United States
  - Health care

**Distinction Between Refugees and Immigrants.** The U.S. currently allows two statuses for legally residing in the country as permanent residents, either as immigrants or refugees. Most settlement services in the U.S. are geared towards the resettlement of refugees. Research has shown that settlement needs can vary between refugees and immigrants (UNHCR, 2011).

A refugee is a person who was forced to leave their home and seek refuge in another country. The UN Refugee Agency (UNHCR, 2011 p.1) defines a refugee as “someone who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country”.

Refugees are generally forced to leave their home country without any of their belongings and need to start all over once they arrive in the new country. The Women’s Refugee Commission has identified the following resettlement needs for refugees:

- Safety- ensure that they are settled in a secure location away from borders and ongoing conflict
- Basic needs like food and clothing
- Housing- help secure housing according to their needs
- Employment- build on refugees’ skills, taking into account local market needs, to provide the best chance for a sustainable income
- Education- teach basic literacy and numeracy skills, and provide vocational training for young people.

- Legal help in processing official documents
- Adequate health care

On the other hand, immigrants who migrate to the U.S. do so voluntarily. One can migrate to the U.S. only if they are employed, enrolled as a student, or have been sponsored by their family. Most universities in the U.S. with an international student population provide various services to help them in their acculturation. Immigrants generally have a head start in their acculturation compared with refugees.

**Settlement Services for Asian Indian Women.** Past research and the present study attest to the fact that Asian Indian women are better poised to integrate into U.S. society. This is because of their backgrounds, where a majority of them have a graduate degree, have a household income above the average American income, are employed or are students, and belong to a large Asian Indian diaspora. However, Asian Indian women face difficulties while adapting culturally. Adjustment to a new culture, though dynamic and long-term, does not change the values and attitude of people (Saran, 1985). The core values of the ethnicity always prevail (Saran, 1985). The research findings suggest that settlement services related to Asian Indian women would need to focus on their socio-cultural and psychological adaptation.

Berry (2005) provided the distinction between socio-cultural adaptation and psychological adaptation. Socio-cultural adaptation refers to how well an acculturating individual is able to manage daily life in the new cultural context, whereas psychological adaptation largely involves one's psychological and physical wellbeing. Socio-cultural adaptation typically has a linear improvement with time; psychological problems however,

often increase soon after contact, followed by a general decrease over time. Good socio-cultural adaptation is predicted by cultural knowledge, degree of contact, and positive intergroup attitudes, whereas good psychological adaptation is predicted by personality variables, life change events, and social support.

### **Purpose of the Study**

Asian Indian women come from various parts of India, which has an extremely diverse population (caste, class, language, religion, etc.), (Saran, 1985). This study aims to implement research findings on Asian Indian women's Integration strategies, to develop settlement services geared towards them. A conceptual model was developed to examine the influence of socioeconomic and demographic characteristics, personality traits, and behavioral tendencies on the Integration strategy. The identified factors that influenced the Integration strategy based on the empirical model will provide the evidence and information required to develop a new and effective integration program, which can serve the needs of Asian Indian women living in the US.

### **Integration Program for Asian Indian Women**

The integration program supports Asian Indian women through the process of making the U.S. their home by providing creative and responsive programs that are culturally and linguistically appropriate, by building community through mutual respect and partnerships, and by fostering healthy and inclusive spaces for open dialogue and healing. The integration program suggested in this study to help Asian Indian women is a need-based program.

Taking into account that there is an increasing number of Asian Indian women entering the country for the following reasons: marriage, education, and occupation, the

model combines the following two features: 1) the women's needs at the time of arrival and 2) ongoing struggles as time goes by. The integration program needs a system in which follow-ups are carried out after the women's initial entry into the country.

The model is divided into 1) integration activities; and 2) the outcomes to be achieved.

**Integration Program/Activities.**

1. Needs assessment and referrals: Assess newcomers' needs, socioeconomic and demographic characteristics, personality inventory, behavioral tendencies and mental health inventory.
2. Information and awareness services: provide newcomers and prospective immigrants with timely information about life in the U.S.
3. Counseling services: help newcomers deal with stress and issues related to adjustment and mental well being.
4. Language skills and development: provide access to language training and soft skills in various environments (work, home, community) to enable newcomers to function.
5. Employment services: provide employment related programming for newcomers
6. Community connections: provide advice and assistance to aid newcomers in their social interactions, and encourage communities to solicit and support the participation of newcomers.
7. Support services: Increase newcomers' access to integration programs by providing childcare, and transportation assistance.

### **Expected Outcomes.**

1. Orientation: newcomers make informed decisions about their settlement and begin to understand life in the U.S.
2. Language skills: newcomers develop the language skills needed to function in the U.S.
3. Counseling services: availability of clinical counseling for clients suffering from acculturation stress and culture-related issues.
4. Labor market access: newcomers obtain the required assistance to find employment commensurate with their skills and education.
5. Welcoming communities: newcomers receive help to establish social and professional networks so they are engaged and feel welcome in their communities.
6. Policy and program development: new programs and policies are devised to effectively integrate newcomers into the U.S.

### **Application of Research Findings to Integration Program Delivery**

The needs based model for the Integration of Asian Indian women was developed from the findings of the acculturation survey. The criteria for a sample selection of respondents to the acculturation survey were first generation Asian Indian women living in the U.S. aged between 18 and 50. The reason for restricting the age group from 18 to 50 was because a majority of immigrants migrate in that age group (Oberai and Singh, 1983). Also, acculturation changes are most prevalent in first generation immigrants (Oberai and Singh, 1983). Only completed surveys from respondent women who met the eligibility criteria were selected for analysis. There were 449 cases with complete information on acculturation.

The following section shows the socioeconomic and demographic characteristics, personality traits, and behavioral tendencies, and their specific use in the integration program.

**Socioeconomic and Demographic Characteristics.** The socioeconomic and demographic characteristics that were considered were marital status, religion, current age, education, household income, language count, migration history, city born, city lived in longest, number of years lived in the U.S., and reason for migrating.

***Significant influence of socioeconomic and demographic characteristics on the Integration strategy.*** Using logistic regression, the following socioeconomic and demographic characteristics were identified as being statistically significant in influencing the Integration strategy: migration history, language count, annual household income, and current age.

- Migration history- Asian Indian women with a prior migration history are more likely to Integrate into the U.S. This finding indicates that as a result of their past migrations, Asian Indian women learnt the adaptive skills required to Integrate into the U.S.
- Language count- Asian Indian women who know more than one Indian language are more likely to Integrate into the U.S. It has been established that proficiency in the language of the country of residence is a crucial indicator of one's adjustment in the country. Women who know more than one language have learned multiple languages, which indicate that they possess an adaptive skill that helps with settlement in a new

country. This finding indicates that learning languages is an adaptive skill and helps with Asian Indian women's Integration into the U.S.

- Annual household income- Asian Indian women with an annual household income greater than \$60,000 are more likely to Integrate into the U.S. Income is an indicator of acculturative stress for immigrants with a lower household income (Berry, 2005).
- Current age- Asian Indian women who are aged over 30 are more likely to Integrate into the U.S. Current age could indicate their Integration experiences.

***Incorporating socioeconomic and demographic characteristics into the Integration program/activities.*** Socioeconomic and demographic characteristics cannot be manipulated in developing an integration program for Asian Indian women living in the U.S. However, they can indicate the likelihood of Integration of Asian Indian women and what could be barriers in their Integration. Information on socioeconomic and demographic characteristics can be used in the needs assessments.

The needs assessments activities requires and intake to elicit information on socioeconomic and demographic characteristics. The goal of the needs assessments is to identify the complex needs of each Asian Indian woman, to ensure that they receive the required services, and to determine if they require additional services due to their changing needs. Understanding the socioeconomic and demographic characteristics or background of the women will help social workers identify possible barriers for these women in their Integration.



**Personality Traits.** The six personality traits that were considered for analysis were the following: agency, agreeableness, conscientiousness, extraversion, neuroticism, and openness to experience.

1. Agency: It is a trait where a person is self-confident and is not afraid to voice their opinions and stand up for what they believe.
2. Agreeableness: It is a trait that shows tendency to be pleasant and accommodating in social situations. People with this trait are empathetic, considerate, friendly, generous, and helpful.
3. Conscientiousness: It is the trait of being painstaking and careful, or the quality of acting according to the dictates of one's conscience. It includes such elements as self-discipline, carefulness, thoroughness, organization, deliberation (the tendency to think carefully before acting), and need for achievement. Conscientious individuals are generally hard working and reliable.
4. Extraversion: It is trait where a person tends to be sociable, assertive, and interested in seeking out excitement. Introverts, in contrast, tend to be more reserved, less outgoing, and less sociable. They are not necessarily loners but they tend to be satisfied with having fewer friends. Introversion does not describe social discomfort but rather social preference: an introvert may not be shy but may merely prefer less social activities. Ambiversion is a balance of extrovert and introvert characteristics.
5. Neuroticism: It is an enduring tendency to experience negative emotional states. A person who scores high on neuroticism is more likely than the average person to experience such feelings as anxiety, anger, guilt, and depression. They respond poorly

to environmental stress, and are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. They are often self-conscious and shy.

6. Openness to Experience: It is a trait where a person shows a tolerance for diversity and as a consequence, is generally more open to different cultures and lifestyles. They are inclined to try new activities, visit new places, and try new foods. They show a readiness to re-examine traditions, social, religious, and political values.

***Significant Influence of personality traits on the Integration strategy.*** Using logistic regression, the following personality traits were identified as being statistically significant in influencing Integration strategy:

- Extraversion was found to have a statistically significant influence on the Integration strategy. Those women who scored higher on extraversion were statistically more highly Integrated than those who had a low score.
- Agency was found to have a statistically significant influence on the Integration strategy. Those women who scored higher on agency were more highly Integrated than those who had a low score.

***Incorporating personality traits into the Integration program/activities.*** Personality traits are hard to change, but appropriate education can help bring about awareness by which they could alter their behavior and Integrate more successfully. Information about the personality inventory on Asian Indian women can be used in the integration program. The

personality inventory would be part of the in-take and needs assessment to be used in the following ways:

- Counseling services- the personality inventory can be a useful tool for counselors while providing therapy. Asian Indian women's score on neuroticism (such feelings as anxiety, anger, guilt, and depression) can indicate their need for counseling services.
- Information and awareness services- organizing support groups that help women to talk openly about their American experiences. Asian Indian women who tend to be reserved and shy can use the support groups to socialize with other women. Providing newcomers and potential immigrants with access to accurate and timely information about life in the U.S. Educational programs on American culture, history, and government can encourage Asian women to try new activities, visit key historic places, eat American food, listen to American music, and watch American movies.

**Behavioral Tendencies.** The behavioral tendencies considered for analysis were the following: preference in entertainment (music, movies, and food), socialization with Americans, social support, self-efficacy, and English proficiency.

***Significant influence of behavioral tendencies on the Integration strategy.*** Using logistic regression, the following behavioral tendencies were identified as being statistically significant in influencing the Integration strategy: preference in entertainment (music, movies, and food), social support, socialization with Americans, and English proficiency.

Asian Indian women who socialized with Americans, who were proficient in English, who were exposed to American music, movies, and food, and had adequate social support were more likely to integrate into American society.

***Incorporating behavioral tendencies into the Integration program/activities.*** Behavioral tendencies can be manipulated by encouraging change in the statistically significant behavioral tendencies that foster the Integration of Asian Indian women living in the U.S. Information on the behavioral tendencies of Asian Indian women can indicate the extent of their exposure to American culture and the U.S. The following integration program would benefit from the data on behavioral tendencies:

- Information and awareness services- provide newcomers and potential immigrants with access to accurate and timely information about life in U.S. Provide assistance with women-specific adaptation and Integration needs (for domestic violence, cultural differences in gender issues, child rearing, women's right). Provide educational programs on American culture, history and government, which can help newcomers, better understand the country.
- English proficiency - English language instruction is an essential element in helping newcomers feel at home and be fully productive in the U.S. English language

assessments (reading, writing, and speaking) of newcomers will indicate the level at which they function in U.S. society. Classes on English as a spoken language can be provided for those who need help.

- Support Groups- provide newcomers with social support in the following areas:
  - Support to decrease isolation, develop network opportunities and learn new skills
  - Support with parenting in the U.S.
  - Opportunities to practice language skills and develop friendships
- Community services- the goal in community engagement between newcomers and the community is to establish a feeling of belonging among the newcomers. These services support newcomers in their social engagement efforts and establish connections with community centers.
  - Provide assistance to Asian Indian groups to plan and manage their participation in the community.
  - Cooperate with partners and other service organizations to improve services to newcomers.
  - Identify and strengthen relationships with community leaders.
  - Promote civic engagement.

## **Conclusion**

The study revealed a number of important findings on the factors (socioeconomic and demographic characteristics, behavioral tendencies, and personality traits) that influenced the

Integration strategy. These findings can be used in the designs of programs related to settlement services for Asian Indian women.

A holistic approach was taken while creating and developing the integration program for Asian Indian women, since this study took into consideration many possible factors that could influence the Integration strategy using a large representative sample. The results indicated that the Integration strategy of Asian Indian women was influenced by factors such as socioeconomic and demographic characteristics, personality traits, and behavioral tendencies, some more than others. The proposed model takes advantage of the research findings to create a holistic practical integration program. The initial in-depth assessment of Asian Indian women on socioeconomic and demographic characteristics, personality traits, and behavioral tendencies can help tailor the integration program to the specific needs of these women. The various Integration services take into account Asian Indian women's cultural and traditional differences from the mainstream American culture.

The inclusion of research findings from this study would improve the integration program for Asian Indian women and provide a starting point for the continuing development of efficient Integration programs.

## **Chapter 5: Summary**

The aim of this study was to examine the acculturation of Asian Indian women, living in the U.S., measured according to derived-identification (based on Berry's theory) and self-identification. The study identified various factors that were associated with acculturation, namely: 1) socioeconomic and demographic characteristics (migration within India, language count, education level, occupation, annual household income, and current age); 2) personality traits (agency, agreeableness, conscientiousness, extraversion, neuroticism, and openness); 3) behavioral tendencies (outlook, self-efficacy, social support, socialization with Americans, and proficiency in English). A conceptual model was developed. Data were collected by an online survey to facilitate the analysis according to the conceptual model. The logistic regression model was used for data analysis. As the majority of respondents adopted the Integration strategy, measured either by derived-identification or self-identification, data analysis was restricted to finding only statistically significant socioeconomic and demographic characteristics, personality traits, and behavioral tendencies. The statistically significant socioeconomic and demographic characteristics, personality traits, and behavioral tendencies were considered in developing a training module for Asian Indian women on the Integration strategy.

### **Summary of the Results**

When the acculturation strategies were compared between derived-identification and self-identification, a high agreement between the two measures was found with respect to the

Integration strategy (N= 421, 85%) compared to the Assimilation strategy (N=9, 33%), Separation strategy (N=14, 7%) and the Marginalization strategy (N= 2, 50%).

Further, 52 of Asian Indian women could not exclusively identify themselves with one particular acculturation strategy according to self-identification. A substantial number of respondents identified themselves with more than one acculturation strategy. This new category was called mixed acculturation. These respondents could be in the process of acculturation and therefore, could not identify themselves as belonging to one exclusive acculturation strategy. This group of respondents was ignored when acculturation was measured according to derived-identification. Thus, Berry's theoretical framework on acculturation failed when another measure was used. These findings indicate that Berry's theoretical framework on acculturation cannot adequately describe the acculturation process of Asian Indian women.

Among the socioeconomic and demographic characteristics, migration history, language count, and current age had a statistically significant influence on the Integration strategy. Migration history and language count indicate adaptive skills. Asian Indian women who have a prior history of migration and have the ability to learn new languages adapt better in the U.S.

Among the personality traits, extraversion and agency had a statistically significant influence on the Integration strategy. Extravert Asian Indian women are more likely to mingle with people and wish to be a part of the larger community. Asian Indian women exhibiting the trait, agency, are not afraid or shy to voice their opinions and they possess out-



going personalities. Thus, those having the personality traits, extraversion and agency, are more likely adopt the Integration strategy.

Among the behavioral tendencies, those who socialize with Americans, prefer American music, movies, and food, enjoy high social support, and are proficient in English are found to adopt in large numbers the Integration strategy.

Statistically significant variables that emerged from the analysis of socioeconomic and demographic characteristics in the presence of behavioral tendencies on the Integration strategy are:

1. The influence of socioeconomic and demographic characteristics such as migration history and language count strengthened in the presence of behavioral tendencies;
2. The influence of behavioral tendencies such as socialization with Americans strengthened in the presence of socioeconomic and demographic characteristics; and
3. The influence of behavioral tendencies such as preference in entertainment (music, movies, and food), social support, and English proficiency weakened in the presence of socioeconomic and demographic characteristics.

Thus, it can be concluded that the influence of socioeconomic and demographic characteristics affects the Integration strategy irrespective of the presence of behavioral tendencies.

Statistically significant variables that emerged from the analysis of Personality traits in the presence of behavioral tendencies on the Integration strategy are:

The influence of a personality trait such as extraversion strengthened in the presence of behavioral tendencies;

1. The influence of behavioral tendencies such as socialization with Americans, entertainment (music, movies, and food), English proficiency, and social support strengthened in the presence of personality traits.

Thus, it can be concluded that the influence of personality traits in the presence of behavioral tendencies improved the explanatory power of variables that were found to be statistically significant.

Based on past research and the results of this study, it can be concluded that Asian Indian women exhibit unique characteristics that might set them apart from other immigrant groups. Asian Indian populations rank higher compared to other immigrants in terms of education levels, annual household income, employment, proficiency in English, and access to the native Diaspora in the U.S. In addition, the Asian Indian population had the advantage of prior exposure to American culture, which can be attributed to the current U.S. immigration policy. The U.S immigration policy allows only professionals who are employed, students or persons sponsored by U.S. residents to enter the country. The distinctiveness of this population provides them with an advantage in dealing with issues of settlement and acculturation in the U.S. However, it is to be noted is that their requirements are more psychological and socio-cultural, rather than the traditional needs of housing, education, skills training, and financial, or legal advice.

The factors that were found to influence the Integration strategy were used to devise new and effective integration programs serving the needs of Asian Indian women living in the U.S. These integration programs support Asian Indian women through the journey of

making the U.S. their home by providing creative and responsive programs that are culturally and linguistically appropriate. Listed below are the key attributes of the integration programs:

2. Initial assessments: socioeconomic and demographic, personality inventory, and needs assessments.
3. Classes for English as a spoken language.
4. Workshops to promote knowledge of American culture (American history, government, democracy, etc.) and lifestyle (cooking classes, movies, music, etc.), cultural issues (parenting in American culture, women's right, etc.).
5. Socialization with the American community by creating support groups.
6. Counseling services for adjustment issues and mental well being.
7. Access to employment agencies

The programs detailed above aim to help new and existing immigrants in the U.S. to integrate and adjust better to American society. The acculturation of Asian Indian women contributes to the success of an important subsection of the American community, is mutually beneficial, and makes for a harmonious co-existence.

### **Limitations of study**

Some limitations were found in this study while analyzing the data. The major limitation was the method employed for data collection. The acculturation survey was conducted online and only women who had Internet access were included in the study. Therefore, the sample suffered from a selection bias. The length of the data collection instrument could have been another limiting factor, as only 449 women completed the survey even though a total of 872 women attempted it. The questions in the data collection

instrument were all multiple-choice with very few open-ended options. The respondents had to choose a particular option without having an opportunity to explain or support their choice. This is evident from the measurement of acculturation by self-identification as some respondents self-identified themselves as belonging to more than one type of acculturation. Including an open-ended question would have provided us with vital information on why the respondents felt they belonged to more than one type of acculturation.

Despite the above limitations, the sample of respondents were a fair representation of the Asian Indian population when compared to the 2007 American Community Survey, U.S. Census on marital status, education level, English proficiency, and median annual household income. The geographic spread of the sample covered 40 out of the 50 states in U.S. and covered all 28 states in India.

Since the study is exploratory in nature, using both quantitative and qualitative methods might have yielded valuable information in understanding Asian Indian women's acculturation process in the U.S.

### **Directions for Future Research**

Future research could collect both quantitative and qualitative data on Asian Indian women's acculturation process in the U.S. The quantitative and qualitative data would provide a great deal of information on the subjective experiences of Asian Indian women's acculturation process. Since the majority of Asian Indian women classified as themselves belonging to the Integration strategy, it would be interesting to evaluate the reasons for this.

In today's global, immigrants can have close ties to their country of origin and maintain their culture and traditions. The diasporic community helps immigrants maintain

their language, cultural, religious practices, ethnic food, clothing, and marry within their culture (Das & Kemp, 1997). Access to cable television allows Indian movies, Indian news and other Indian TV programming, to be screened while the media, and Internet help immigrants maintain their cultural and ethnic identity. Also the large number of Indians in America has encouraged the development of a sustainable economic market that provides immigrants with Indian food, traditional Indian clothing, Indian music, and Indian movies. Cheaper air tickets and calling cards allow immigrants to fly home frequently and talk with family and friends from India. In view of the reasons above it can be seen that Asian Indian women can easily maintain their ethnicity/culture and traditions while living in the U.S. Can Berry's Integration strategies which have been derived indirectly hold the same meaning now as when they were developed 25years ago? A new model, perhaps, may be required to describe the acculturation strategies that Asian Indian women now employ.

These inferences are based only on a statistical analysis of cross sectional data on the acculturation process, which is dynamic in nature. However, longitudinal data and qualitative data may explain the dynamic process of acculturation better.

The current study represents Asian Indian women who were educated and mostly Hindus. Future studies need to include Asian Indian women who are not highly educated and belong to different religious and other backgrounds. Then only will the results be representative of Asian Indian women as a whole.

Asian Indians are often referred to as model immigrants, but the available data in the U. S. census are meager. There is a need to provide data in greater detail to facilitate more rigorous future research.

### **Contribution to Research Literature**

Although Asian Indian immigrants represent a considerable portion of the immigrant ethnic groups in the United States, researchers have paid little attention to them, particularly regarding their acculturation process into the American culture. In fact, there is no notable research that examines the significant effects of socioeconomic and demographic characteristics, personality traits and behavioral tendencies on Asian Indian women. This study fills that gap and designs an effective integration program based on the findings of our detailed analysis.

**Appendix:**

**Survey of Acculturation of Asian Indian Women in the United States**

## Consent to Participate in a Research Study

### Acculturation of Asian Indian Women

#### WHY ARE YOU BEING INVITED TO TAKE PART IN THIS RESEARCH?

You are being invited to take part in a research study about the acculturation process amongst immigrant Asian Indian women living in U.S. You are being invited to take part in a research study because you have experienced acculturation due to immigration from India to the United States. If you volunteer to take part in this study, you will be one of 200 Asian Indian women from the United States.

#### WHO IS DOING THE STUDY?

The person in charge of this study is Varudhini Kankipati, Doctoral student in the Department of Family Studies, University of Kentucky. She is being guided in this research by Dr. Claudia J. Heath (advisor). There may be other people on the research team assisting at different times during the study.

#### WHAT IS THE PURPOSE OF THIS STUDY?

By doing this study, we hope to learn what factors play a role in the acculturation process.

#### ARE THERE REASONS WHY YOU SHOULD NOT TAKE PART IN THIS STUDY?

You should not take part in the study if you are under 18 years of age, not a first generation Asian Indian women immigrant to the United States.

#### WHERE IS THE STUDY GOING TO TAKE PLACE AND HOW LONG WILL IT LAST?

The research procedures will be conducted at University of Kentucky Family Studies Department by email. The total amount of time you will be asked to volunteer for this study is 30-45 minutes.

#### WHAT WILL YOU BE ASKED TO DO?

You will be asked to answer questions regarding your acculturation experiences. These questions will be in either a Microsoft Word document form, pdf format or an online survey.

The researcher will send an email through a list serve the questionnaire in either a Microsoft word document or pdf format. The email will also provide a link for those participants who wish to fill the questionnaire online

#### WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?

To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life.

#### WILL YOU BENEFIT FROM TAKING PART IN THIS STUDY?

You will not get any personal benefit from taking part in this study.

#### DO YOU HAVE TO TAKE PART IN THE STUDY?

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering.

IRB Approval 09-0394
THIS FORM VALID
9-9-09 - 6-29-10



**IF YOU DON'T WANT TO TAKE PART IN THE STUDY, ARE THERE OTHER CHOICES?**

**IRB**

If you do not want to be in the study, there are no other choices except not to take part in the study.

**WHAT WILL IT COST YOU TO PARTICIPATE?**

There are no costs associated with taking part in the study.

**WILL YOU RECEIVE ANY REWARDS FOR TAKING PART IN THIS STUDY?**

You will not receive any rewards or payment for taking part in the study.

**WHO WILL SEE THE INFORMATION THAT YOU GIVE?**

Your information will be combined with information from other people taking part in the study. When we write about the study to share it with other researchers, we will write about the combined information we have gathered. You will not be personally identified in these written materials. We may publish the results of this study; however, we will keep your name and other identifying information private.

We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is. The only people with access to your information are the principle investigator and her advisor. All paper records will remain in locked offices within the Department of Family Studies. All computer records and jump drives will be password secured.

We will keep private all research records that identify you to the extent allowed by law. However, there are some circumstances in which we may have to show your information to other people. For example, the law may require us to show your information to a court or to tell authorities if you report information about a child being abused or if you pose a danger to yourself or someone else.

**CAN YOUR TAKING PART IN THE STUDY END EARLY?**

If you decide to take part in the study you still have the right to decide at any time that you no longer want to continue. You will not be treated differently if you decide to stop taking part in the study.

The individuals conducting the study may need to withdraw you from the study. This may occur if you are not able to follow the directions they give you, if they find that your being in the study is more risk than benefit to you, or if the agency funding the study decides to stop the study early for a variety of scientific reasons.

**IMPLIED CONSENT**

By voluntarily completing and returning the questionnaire, you agree that you have read and understand this informed Consent.

**WHAT IF YOU HAVE QUESTIONS, SUGGESTIONS, CONCERNS, OR COMPLAINTS?**

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study, you can contact the investigator, Varudhini Kankipati at (713)-893-7493. If you have any questions about your rights as a volunteer in this research, contact the staff in the Office of Research Integrity at the University of Kentucky at 859-257-9428 or toll free at 1-866-400-9428.

*You can keep this copy for your records*

By reading the email and volunteering to fill the questionnaire you are

consenting to participate in this study.

**IRB**

### Survey of Asian Indian Women

To participate in this study you need to be a first generation immigrant Indian woman between the ages 18-50. If you have any questions, please contact the researcher: Varudhini Kankipati by either email: vkank2@uky.edu or phone: 713-893-7493.

1. Do you consider it to be of value to maintain your Indian identity and characteristics?

☐ Yes

☐ No

2. Do you consider it to be of value to maintain relationships with the American society?

☐ Yes

☐ No

3. State your current age? (in completed years)

4. Where were you born?

State in India

City in India

5. In what part of India did you live the longest?

State in India

City in India

6. What religion do you currently practice ?

☐ Hindu

☐ Islam

☐ Christian

☐ Sikhism

☐ Buddhism

☐ Other(Please specify) \_\_\_\_\_

7. What is your current marital status?

☐ Never married

☐ Engaged

☐ Married

☐ Divorced

☐ Widowed

8. What is your level of completed education ?

☐ None

☐ Matriculation ( 12th Grade)

☐ Bachelors

☐ Masters

☐ PhD

☐ Other(Please specify) \_\_\_\_\_

9. Were you employed in India before immigrating to the United States ?

☐ Yes

☐ No

10. Please indicate your language fluency.

Languages	Speak fluently	Write fluently	Read fluently	Is my native language
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Hindi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Other(Please specify): <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Other(Please specify): <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

11. Please indicate your proficiency with American English.

A. My ability to understand spoken American English:

☐ Very poor

☐ Poor

☐ Good

☐ Extremely good

B. My ability to speak American English:

☐ Very poor

☐ Poor

☐ Good

☐ Extremely good

C. My ability to read American English:

☐ Very poor

☐ Poor

☐ Good

☐ Extremely good

D. My ability to write American English:

☐ Very poor

☐ Poor

☐ Good

☐ Extremely good

12. When did you first move to the United States(Please indicate year)

13. What was your primary reason for moving to the United States?

☐ Education

☐ Employment

☐ Marriage

☐ Family migrated

☐ Other(Please specify)

14. Please indicate all that apply to you:

☐ I am a student

☐ I am employed

☐ I am a housewife

☐ I am a volunteer

☐ Other(Please specify)

15. Which of the following best represents your total household income in US dollars

- ☐ Below \$ 20,000      ☐ \$ 20,000 - \$ 39,000      ☐ \$ 40,000 - \$ 59,000  
☐ \$ 60,000 - \$ 79,000      ☐ \$ 80,000 - \$ 99,000      ☐ above \$100,000

16. Where in the United States do you currently reside?

State   
City

17. Please provide information regarding your principal places of residence, where you have lived continuously for at least one year, prior to moving to the United States.

A. Please list your four most recent principal places of residence:

City	<input type="text"/>	Country	<input type="text"/>
City	<input type="text"/>	Country	<input type="text"/>
City	<input type="text"/>	Country	<input type="text"/>
City	<input type="text"/>	Country	<input type="text"/>

B. Please list your total number of principal places of residence since birth

18. Please indicate your level of agreement with following statements.

A. I can accomplish my goals in the face of opposition.

- ☐ Strongly disagree      ☐ Disagree      ☐ Agree      ☐ Strongly agree

B. It is easy for me to stick to my aims and accomplish my goals.

- ☐ Strongly disagree      ☐ Disagree      ☐ Agree      ☐ Strongly agree

C. I am confident that I can deal efficiently with unexpected events

- ☐ Strongly disagree      ☐ Disagree      ☐ Agree      ☐ Strongly agree

D. I am resourceful and know how to handle unforeseen situations.

- ☐ Strongly disagree      ☐ Disagree      ☐ Agree      ☐ Strongly agree

E. I can remain calm when facing difficulties because I can rely on my coping abilities.

- ☐ Strongly disagree      ☐ Disagree      ☐ Agree      ☐ Strongly agree

F. When I am confronted with a problem, I can usually find several solutions.

- ☐ Strongly disagree      ☐ Disagree      ☐ Agree      ☐ Strongly agree

19. How would you describe the ethnic origin of your friends in the United States?

- ☐ Exclusively Indians    ☐ Mostly Indians    ☐ Equal Indians and Americans  
☐ Mostly Americans    ☐ Exclusively Americans

20. For the following statements, please select the choice that is most appropriate to you.

A. I participate in community activities not related to the Indian community:

- ☐ Never    ☐ Rarely    ☐ Often    ☐ Usually  
☐ Always

B. I socialize with my American friends:

- ☐ Never    ☐ Rarely    ☐ Often    ☐ Usually  
☐ Always

C. I confide in American friends about my personal matters:

- ☐ Never    ☐ Rarely    ☐ Often    ☐ Usually  
☐ Always

21. For the following statements, please select the choice that is most appropriate to you.

A. I find understanding the American value system:

- ☐ Extremely difficult    ☐ Difficult    ☐ Somewhat difficult    ☐ Not difficult

B. I find conveying my thoughts to Americans effectively:

- ☐ Extremely difficult    ☐ Difficult    ☐ Somewhat difficult    ☐ Not difficult

C. I find participating in social events with Americans:

- ☐ Extremely difficult    ☐ Difficult    ☐ Somewhat difficult    ☐ Not difficult

D. I find communicating with people of different ethnic groups:

- ☐ Extremely difficult    ☐ Difficult    ☐ Somewhat difficult    ☐ Not difficult

E. I find relating to members of the opposite sex:

- ☐ Extremely difficult    ☐ Difficult    ☐ Somewhat difficult    ☐ Not difficult

22. Please indicate your level of agreement with following statements.

A. I have dependable people in America (not necessarily Americans), when I need help .

- ☐ Strongly disagree    ☐ Disagree    ☐ Agree    ☐ Strongly agree

B. I have people in America (not necessarily Americans), who accept me without any judgment .

- ☐ Strongly disagree    ☐ Disagree    ☐ Agree    ☐ Strongly agree

C. I have people to comfort me in America (not necessarily Americans).

- ☐ Strongly disagree    ☐ Disagree    ☐ Agree    ☐ Strongly agree

23. Please reflect on your lifestyle habits and respond to the following questions.

A. How would you describe your preference in music ?

- ☐ Exclusively Indian    ☐ Mostly Indian    ☐ Equally Indian and American  
☐ Mostly American    ☐ Exclusively American

B. How would you describe your preference in movies ?

- ☐ Exclusively Indian    ☐ Mostly Indian    ☐ Equally Indian and American  
☐ Mostly American    ☐ Exclusively American

C. How would you describe your preference in food ?

- ☐ Exclusively Indian    ☐ Mostly Indian    ☐ Equally Indian and American  
☐ Mostly American    ☐ Exclusively American

24. Please reflect on your perception of your ethnicity and respond to the following questions.

A. How would you describe your ethnicity ?

- ☐ Indian    ☐ Indian American    ☐ Other(Please specify) \_\_\_\_\_

B. How do you feel about your association with the Asian-Indian group?

- ☐ Extremely proud    ☐ Somewhat proud    ☐ No pride but do not feel negatively towards the group  
☐ Feel negatively towards the group

C. How would you describe your cultural orientation ?

- ☐ Exclusively Indian    ☐ Mostly Indian    ☐ Equally Indian and American  
☐ Mostly American    ☐ Exclusively American



25. Please reflect on which of the following personal values and practices have changed after arriving to the United States

- |   |                           |                          |
|---|---------------------------|--------------------------|
| 1. Family Values :  | <input type="radio"/> Yes | <input type="radio"/> No |
| 2. Marital Values :   | <input type="radio"/> Yes | <input type="radio"/> No |
| 3. Work Ethics :  | <input type="radio"/> Yes | <input type="radio"/> No |
| 4. Role as a wife, mother, daughter and sister:                       | <input type="radio"/> Yes | <input type="radio"/> No |
| 5. Clothing :   | <input type="radio"/> Yes | <input type="radio"/> No |
| 6. Food :   | <input type="radio"/> Yes | <input type="radio"/> No |
| 7. Recreational activities (bowling, swimming, hiking, skiing etc.) : | <input type="radio"/> Yes | <input type="radio"/> No |

26. Please indicate how well each of the following describes you and mark only one response

- |                     |                             |                            |                                |                                  |
|---------------------|-----------------------------|----------------------------|--------------------------------|----------------------------------|
| 1. Outgoing:        | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 2. Helpful:         | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 3. Moody :          | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 4. Organized:       | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 5. Self-Confident : | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 6. Friendly :       | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 7. Warm:            | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 8. Worrying:        | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 9. Responsible:     | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 10. Forceful :      | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 11. Lively :        | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 12. Caring :        | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 13. Nervous:        | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 14. Creative:       | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |

- |                    |                             |                            |                                |                                  |
|--------------------|-----------------------------|----------------------------|--------------------------------|----------------------------------|
| 15. Assertive:     | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 16. Hardworking:   | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 17. Imaginative:   | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 18. Softhearted:   | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 19. Calm:          | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 20. Outspoken:     | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 21. Intelligent:   | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 22. Curious:       | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 23. Active:        | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 24. Careless:      | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 25. Broad-minded:  | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 26. Sympathetic:   | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 27. Talkative:     | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 28. Sophisticated: | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 29. Adventurous:   | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |
| 30. Dominant:      | <input type="radio"/> A lot | <input type="radio"/> Some | <input type="radio"/> A little | <input type="radio"/> Not at all |

27. Please indicate how well each of the following describes you and mark only one response

- ☐ **Integrated-** I wish to only maintain my ethnic identity with Indian culture, but also wish to incorporate some characteristics of the American culture into my life.
- ☐ **Assimilated-** I do not wish to maintain my ethnic identity with Indian culture, but would rather adopt characteristics of the American culture
- ☐ **Separated-** I wish to separate myself from the American culture and want only to identify with the Indian culture.
- ☐ **Marginalized-** I do not wish to identify with either the Indian culture or the American culture. Therefore identify with none of the cultures.



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